DOCUMENT RESUME

ED 118 823 95 CE 006 363

TITLE Career Education: Learning with a Purpose. Junior High 7-9. Vol. 2. Career Exploration, Career Information, Field Trip Sites and Guest Speakers.
INSTITUTION State Fair Community Coll., Sedalia, Mo.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE [75]
NOTE 193p.; For related documents, see ED 102 328-331; For volumes 1, 3, and 4, see CE 006 362-365; For the secondary level components, see ED 117 428-432

EDRS PRICE MF-$0.83 HC-$10.03 Plus Postage
DESCRIPTORS *Career Education; *Career Exploration; Curriculum Development; *Curriculum Guides; Instructional Materials; Integrated Curriculum; Job Application; *Junior High Schools; Learning Activities; *Occupational Information; Teacher Developed Materials; Teaching Procedures; Unit Plan; Units of Study (Subject Fields)

ABSTRACT

The revised guide, prepared to supplement the existing curriculum, suggests activities related to the three student goals: (1) to develop an awareness of who he/she is, and, through effective decision making, what he/she can become; (2) to become aware of the interrelationships of society with his/her school, community, family, work, and leisure; and (3) to become aware of the many facets of the world of work. A definition of career education and an outline of 10 junior high career education concepts open the document and are followed by steps for study. Suggested activities and ideas are present for the following two subject areas and their related units: career exploration (credit, clerical concepts, social security, job classification, economics, advertising, and work attitudes) and career information (know yourself, use of occupational information, and the world of work emphasizing job application procedures). Objectives, teaching procedures, and resource materials are presented for each unit. In addition, supplemental lesson plans, tests, worksheets, career information handouts, and selected readings are provided. A 14-page list of suggested local field trip sites and guest speakers is included. (BP)

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ED118823

# CAREER EDUCATION

## Learning With a Purpose

- Career Exploration
- Career Information
- Field Trip Sites and Guest Speakers

JUNIOR HIGH 7-9 VOL. 2

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ACKNOWLEDGMENTS

During 1974 and 1975 in career education workshops, a group of teachers from three counties (Saline, Pettis and Benton) in central Missouri developed these activity guides. Special appreciation is expressed to all those individuals who participated in this program.

This booklet is only one step in the direction of developing career education curriculum. It has been revised and will continue to be reviewed and tested as an instrument for use as infusion of career education activities in middle/junior high levels of school.

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The activity which is the subject of this report was supported in whole or in part by the U. S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

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## FOREWORD

This guide has been prepared with the hope that the following activities will be useful in infusing career education programs in an existing curriculum. The activities presented relate to the three general career education goals set up by the workshop participants for the junior high/middle school level. They are:

For the student

(1) to develop an awareness of who he/she is and through effective decision-making what he/she can become;

(2) to become aware of the interrelationships of society with his/her school, community, family, work, and leisure;

(3) to become aware of the many facets of the world of work.

All objectives, goals and activities included in this guide were developed in relation to these general goals.

The activities which follow are offered as suggestions for supplementing activities in career education programs. This guide's purpose is not to tell the individual instructor what he or she must do. Rather the guide simply offers an example of what the teacher might do. Exactly how the instructor does this will depend upon the interests, talents, abilities and ingenuity of the specific teacher, the students, and the resources available.

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## CAREER EDUCATION
## DEFINITION AND DESCRIPTION

There has been a saying used for many years that education is preparation for life. At different points in our nation's history, this point has been overlooked or overshadowed by other interests. It would seem that career education is purposely trying to once again provide this type of education.

Career development, which is a lifelong process, begins at a very early age. Even the pre-schooler does role playing. As a child enters formal education, he should continue a step known as the Awareness Stage. This usually covers pre-school through grade six. The second is the Exploration Stage, which covers the middle or junior high level. The third is the Preparation Stage. This covers a time period as long as necessary for the individual to acquire the skills and knowledge needed to enter and progress through his occupational career.

The educational climate today indicates a growing awareness on the part of increasing numbers of people that living in the most advantageous vocational niche is one of the most critical of cultural aspects to man and society. This is the climate that has given impetus to the concept of career development. The great scientific and technical advances in our country have brought about the age of automation--an age in which every person is a specialist. This is true of both the college-educated person and the worker who terminates his education with graduation from high school. Virtually every person, man or woman, college student or not, is involved in earning a living. Education, then, should provide meaningful, significant experiences designed to equip the individual for work in which he will be successful and properly challenged in accordance with his specific aptitudes, interests and total personality. In the case of these individuals who will eventually graduate from college, the function of the school is an interim step. For many others, high school may be the only formal preparation for a lifetime of work and living.

Career education says: Each individual should be led to develop his own work values after becoming fully aware of the alternatives and the implications, rather than have them dictated.

"Career" itself is a confusing term. To us, it refers to the sum total of all the work done by a person in his lifetime. It differs from an occupation in that an occupation is a component of a career at a point in time.

Career education, then, attempts to help students understand the work ethics imposed by society; develops their work values based on their own personal interests in full awareness of society's demands; helps them become aware of the world of work and its values, prepares for, and ultimately begins and pursues a career, including the possibility of occupational change and the hope for productive use of leisure during that career.

## PHILOSOPHY

The interests of the junior high school revolve around the home, school and peer group. Through study of society, self and the world of work, these students begin to see themselves as an integral part of a working whole. Career education brings relativity to the classroom as it seeks to give the students a firm foundation in the basic skills of education.

## CONCEPTS

1. Explore and become aware of the many kinds of careers available.

2. Realistically appraise career selections according to his present abilities and interests.

3. Understand that each person is an individual with different capabilities, needs, interests and values.

4. Recognize the value and interdependence of each job choice.

5. Realize that work in school is directly related to future job success.

6. Realize the satisfaction that should be inherent in job choices and in leisure time pursuits.

7. Realize that the cultural and social attitudes of his heritage will not necessarily limit his job choice.

8. Realize that the world is in constant change just as his own abilities, interests and aspirations change and will, therefore, explore many occupational possibilities during his maturation process.

9. Appreciate the responsibility he has to use his potential to contribute to the work force and to wisely use his leisure time to better the standards of cultural and recreational pursuits of his society.

10. Career preparation is not limited to a study for a specific career but necessarily includes all areas of study that broaden his mind and expand reasoning power so that he can make suitable choices in all phases of adult life.

## STEPS FOR INTEGRATING CAREER EDUCATION CONCEPTS INTO UNITS OF STUDY

Select a unit that you will be teaching from your content area.

If necessary, further divide the unit into sub-units of 5 to 10 days duration.

Before a teacher can integrate career education into his content, he must first know the teaching purpose of his unit or sub-unit. Write in a declarative sentence what you want your students to know after you finish teaching the unit or sub-unit. This is the major idea.

Select a career objective from any of the five areas that you could incorporate into the unit mentioned above. State it as a major idea so that it can be combined with the content major idea.

Now you may incorporate the career education ideas into your unit in one of three ways.

a. Rewrite the content major idea to include the career education objective. If you do this, then your teaching unit will be primarily career oriented.

b. Keep your original content major idea. All components may not have career implications. If you have listed four components, three may be strictly content oriented The fourth component may be the only one that has career implications. If you do this, you will have at least one lesson devoted to career education.

c. Your major idea and your components may have no stated implications. You will bring out the career implications in the activities you use for each lesson or component.

List the components that you will need to teach in order to get your major idea across to your students. A component is a word or phrase which will develop into a lesson.

Take each component and write a learning objective for it. The learning objective should tell what you expect the student to be able to do when he has finished the lesson.

For each component or lesson, list the learning activities that you would have your children do.

# CAREER EXPLORATION

## The Future of Me

Hey, listen, help me, I want to know
Who I'll be while growing old!
I know I'm young now, that's for sure,
My past is real crisp, but my future's a blur.
I don't expect it to be crystal clear,
But I would like to know what I'm doing here.
Give me a goal or perhaps information,
And maybe a nudge in the right direction.
I know my mind will be changed a few times,
So try to be helpful, understanding, and kind.
I am going where you have been,
So I need a guide, a pal, a friend.
You need to show me what's right and what's true
Cause the future of me rests with you.

C. S. McAnally

1-A. Objective - Lesson Plan I.

After the completion of lesson plan one, the students will be able to:

(1) Identify a positive and negative attitude given a description of a positive or negative statement.
(2) Name the most important factor in job success.
(3) Describe the reason why 80 percent of the people who lose their jobs lose their jobs.
(4) Describe the difference between heredity and environment.
(5) Describe the association between federal law and age.
(6) Match certain professions with certain professional organizations.
(7) Name the purpose why business exists.

1-B. Lesson Plan I. Recommended methodology: lecture.

(1) The most important factor in job success is attitude.
   a. People lose jobs because of poor attitude.
   b. Eighty percent of those who lose jobs do so because they cannot get along with other people.
   c. Getting along well with others doesn't just happen, it must be learned and worked at.
(2) Behavior.
   a. Depends partly on who our parents are. So, we can say that behavior in part is inherited.
   b. But, more important it is our environment or what happens to us while we are growing up that determines our attitude.
   c. Read the following: Sara, 18, is a waitress. She works in a restaurant known for its fine food and excellent service. She dresses neatly and is always well groomed. She has a good memory and never makes mistakes on orders. Her arithmetic is always correct on customers' checks. However, Sara does not smile easily. This, even though she is a good worker, makes her less popular with the customers; and her tips usually amount to less than that received by the other girls. The busiest day of the year for the restaurant where Sara works is Mother's Day. Every girl is expected to work on that day. However, Sara wanted to visit her own mother in Chicago on Mother's Day--so she begged the restaurant manager to let her off on the busiest day of the year. Although the manager gave Sara the day off, he and the other waitresses felt that Sara had let them down. Everyone else had to work that much harder. The manager has decided to fire Sara because she can't get along with the employees and is irritable toward the customers.
   d. Why was Sara fired?

(3) What are some positive attitudes?
   a. Smiles easily.
   b. Willing to change his ideas, dress, behavior when appropriate.
   c. Able to see the other person's point of view.
   d. Almost never complains.
   e. Accepts responsibility for mistakes.
   f. Seldom criticizes others.
   g. Considers what is good for or helpful to others.
   h. When talking with another person, looks him in the eye--but does not try to stare him down.
   i. Respects the ideas and opinions of others.
   j. Never makes excuses.
   k. Has a variety of interests.

(4) What are some negative attitudes?
   a. Rarely smiles.
   b. Unwilling to change.
   c. Unable to see the other person's point of view.
   d. Complains about nearly everything.
   e. Blames others for own mistakes or shortcomings.
   f. Very critical of others.
   g. Thinks only of himself, "What's in it for me?"
   h. Unwilling or unable to look the other person in the eye.
   i. Tries to force his ideas and opinions on others.
   j. Often makes excuses.
   k. Few interests, is often bored.

(5) Federal law prohibits those under eighteen from working in certain dangerous occupations.

(6) Unions and Professional Groups.
   a. Seventeen million people belong to labor unions.
      1. Pay dues to the union--$8 to $30 a month.
      2. An initiation fee is required.
   b. History
      1. Workers used to work twelve hours a day, six days a week under unsafe conditions.
      2. If a worker complained, he was fired.
      3. These conditions brought about labor unions.
      4. In this way, they can bargain collectively.
      5. Negotiations between organized labor and management is called collective bargaining.
      6. When an agreement is reached, they sign a labor contract.
   c. Management
      1. The purpose of being in business is to make a profit.
      2. Profit is money left after the bills have been paid--example.
      3. Management wants to make as much money as they can, so they are usually opposed to higher wages.
      4. Usually business is forced to raise wages. When this happens, one of two things occur: the business goes broke, or the prices for the product are raised.
      5. If the prices are raised, then the worker wants his wages raised--this is a spiral of upward wages and prices called inflation.

(7) Everyone does not belong to a union. Some of the ones who don't belong to a union belong to the professions, such as:
   a. medicine
   b. dentistry
   c. law
   d. religion
   e. Some say teaching.
   f. They usually don't strike.
   g. The best known of the professional organizations are:
      1. AMA
      2. ABA
      3. NEA

2-A. Objectives - Lesson Plan II.

After the completion of lesson plan two, the students will be able to:

(1) complete sentences using the proper words given a list of words and incomplete sentences.
(2) define politeness, promptness, cooperativeness, and interest and eagerness to learn by matching each word to an example.
(3) differentiate between "good things" and "unwise things" to do on a job for a new worker.
(4) select which workers are likely to keep their jobs and choose who are likely to lose their jobs given examples of each.
(5) identify the individual that would be most likely to keep his job given an example of each individual's performance.

2-B. Lesson Plan II. Recommended methodology: self-study and class discussion.

## CAREER EXPLORATION

NAME_____ HOUR_____

You will learn to use some new words in this lesson. Which of them would you use in each of the sentences below? Write your answers in the blanks.

The words are: withholding examination insurance
medical supervisor fringe benefits

1. Does this health _____ cover hospital expenses?

2. My _____ knows a lot about his work.

3. How much tax money will your company be _____ next year?

4. The doctor studied many _____ books.

5. When did you have your last _____ by a dentist?

6. That company offers many attractive _____ _____.

Below in Column 1 are some of the qualities that are important for a person who is starting a new job. In Column 2 are situations in which somebody shows these qualities. In the space before each situation in Column 2, write the letter of the quality that is shown. Sometimes you may want to use more than one letter.

| Column 1 | Column 2 |
|---|---|
| a. politeness | ____"May I borrow this book on being a good receptionist?" Judy asked. "I'd like to read it at home and see what my new job will be like." |
| b. promptness | ____"Here is the extra copy of my personal record sheet that you asked for," Jim told his new supervisor. "Is there anything else I can do for you?" |
| c. cooperativeness | ____Jo looked at the large clock above the time card rack. "Good," she thought, five minutes to go before work time." |
| d. interest and eagerness to learn | ____Larry turned around to grab a wrench and bumped into Pete, another worker. "Oh, sorry, Pete," he said. Did I hurt you?" |

## CAREER EXPLORATION

NAME_____ HOUR_____

In Column 1 is a list of things done on a job. Place an (x) in Column 2 if it is a good thing for a new worker to do. Place an (x) in Column 3 if it is an unwise thing for a new worker to do.

| | Column 1<br>Things You Can Do on a Job | Column 2<br>Good Thing | Column 3<br>Unwise Things |
|---|---|---|---|
| A. | Tell everyone how the job is being done wrong. | | |
| B. | Show an interest in your work. | | |
| C. | Accept helpful hints from the boss. | | |
| D. | Talk too loudly and too much. | | |
| E. | Arrive late at least twice a week. | | |
| F. | Learn your new job before making lots of new friends. | | |
| G. | Keep tools that you used on the job. | | |

BELOW - Mark an (x) beside the sentences that describe workers who are likely to keep their jobs. Mark an (o) beside the sentences that describe workers who are likely to lose their jobs.

____a. Jim promised to work on Sunday and then didn't come to work.
____b. Phil shares a locker and always leaves it a mess.
____c. Al always does his work with interest.
____d. Sue spoils the day with her complaints about the working conditions.
____e. Betty saw that the job needed two people, so she helped the other woman.
____f. Mike always finds ways to get other workers to do his job.
____g. If Carol is working at the counter, little items are later missing.
____h. Sam puts out his cigarettes against the "No Smoking" sign.
____i. Lou makes the job fun with his pleasant attitude.
____j. Just tell Nick what you want done and he will finish it.
____k. Tim was upset by his change of working hours and duties.
____l. Jean usually needs to brush her hair.
____m. Tom hasn't been sick in four years.
____n. Bill cleans his tools, stores them, and signs them in before going home.
____o. Joe started a rumor that a lot of the men were going to lose their jobs.

CAREER EXPLORATION

NAME_____ HOUR_____

One of the three men you will read about in the following story is going to get a promotion. Which one do you think it will be?

Bob arrived at work early. He walked by his supervisor without saying a word and started to work slowly. Five minutes later Pete shouted a cheery "Good morning" to everyone as he came in. He had already stamped fifty envelopes before Joe came in, yawned, and sat down at his desk.

At noon, Bob had already left for lunch. His desk looked a mess. Joe was pleased it was lunch time. He had been having trouble with his work and felt unhappy. He slapped Pete on the shoulder. Pete had been so busy that he didn't even know it was time to eat.

The supervisor knew right away who should get the promotion.

Do you know which one it was?_____

NAME_____ HOUR_____

CAREER EXPLORATION

Test covering 6-8
Multiple Choice--Put the letter of the correct answer in the blank provided.

____ 1. What is the most important factor in job success? A. appearance B. education C. attitude D. ability

____ 2. 80% of those who lose jobs do so because they cannot A. get to work on time B. get along with others C. do the job properly D. read

____ 3. What happens to us while we are growing up could be called A. inherited characteristics B. environmental influences C. stages of development D. success

True or False

____ 4. Federal laws prohibit those under eighteen from working in certain dangerous occupations.

____ 5. An initiation fee is not required to enter most unions.

____ 6. Negotiations between organized labor and management is called collective bargaining.

____ 7. The purpose of being in business is to serve humanity, not to make a profit.

____ 8. Usually doctors don't belong to a union.

____ 9. Some teachers belong to a professional organization.

____10. Most lawyers belong to the NEA.

Beside each of the following attitude traits, place a "P" next to the ones that are positive traits and a "N" next to the ones that are negative traits.

____11. Often makes excuses

____12. Thinks only of himself

____13. Smiles easily

____14. Has a variety of interests

____15. Rarely smiles

____16. Often bored

____17. Accepts responsibility

____18. Has few interests

____19. Almost never complains

____20. Never makes excuses

1-A. Objectives - Lesson Plan I.

After the completion of lesson plan one, the students will be able to mathematically calculate:

(1) Wages given the number of hours worked and the hourly salary.
(2) A weekly and hourly wage given a monthly salary and the number of weeks and hours worked.
(3) The hourly wage given an annual salary, number of work weeks in a year, and the number of hours worked in a week.

1-B. Lesson Plan I. Recommended methodology: lecture and practical exercise.

(1) Most workers get their paychecks once a week or once every two weeks. This means you work one or two weeks before you get paid. It also means you get a lot of money at one time.
(2) When you work, you should be able to figure out how much money you will make in a hour, day, week, month, and year.
   a. Problem: $100 per week. How much a day? (five days)
      How much a month?
      How much a year? (52 weeks)

      Key: Multiply and divide

   b. $2.20 an hour. Forty hour week. How much money a week, a month, a year?

      $2.20 x 40 hours = $88 a week
      $88 a week x 4 (usually) = $352.00 a month
      $88 a week x 52 = $4,567 a year

   c. $2.10 an hour. Works a thirty hour week. How much per week?

      $2.10 x 30 hours = $63 a week

   d. $2.15 an hour. Works a thirty-seven hour week. How much a week?

      $2.15 x 37 = $79.55

   e. Mary works forty hours a week. She earns $86 every week. How much does she make an hour?

      $86 divided by 40 = $2.15

   f. You earn $82 a week working forty hours each week. How much do you make an hour?

      $82 divided by 40 = $2.05

   g. Thirty hours a week for $64.50. How much an hour?

      $64.50 divided by 30 = $2.15

b. You work forty hours a week, but your boss pays you every two weeks instead of every week. You earn $160 every two weeks. How much do you make a week? How much do you make an hour?

$160 divided by 2 = $80 per week
$80 divided by 40 = $2 per hour

(3) Hand out worksheet for homework. Check answers the next day.

(4) Homework assignment.

a. If you work 27 hours a week at $1.55 per hour, how much money would you earn in a week? $1.55 x 27 = $41.85

b. If you make $560 a month, how much do you earn a week in a four week month? $560 divided by 4 = $140

c. John works seventeen hours a week for $2 an hour. Sally works 10 hours a week for $1.85 an hour. How much money do both make in one week?

17 x $2 = $34
10 x $1.85 = $18.50

d. Jim earns $8,000 per year. He works 12 months a year, 4 weeks a month, and 42 hours a week. How much money does Jim make an hour?

$8000 divided by 12 months = $666.66 a month
$666 divided by 4 weeks = $166.66 a week
$166 divided by 42 hours = $3.968 an hour ($3.97)

2-A. Objectives - Lesson Plan II.

After completion of lesson plan two, the students will be able to mathematically calculate:

(1) time and a half given the regular hourly wage.
(2) double time given the regular hourly wage.
(3) a monthly or weekly salary given the regular wage, the number of hours worked and the number of hours counted for time and a half and double time.

2-B. Lesson Plan II. Recommended methodology: lecture and practical exercises.

(1) Sometimes the company or person you work for is very busy. There may be extra work to do. One way of getting it done is to ask people to work overtime. You usually get extra money if you work overtime.

a. Many workers get paid "time and a half" for overtime work. This means that they get a regular hourly rate, plus half again as much.

b. John earns $2.20 an hour for his regular work. He earns time and a half for overtime work. How much does he earn as overtime pay?

$2.20 divided by 2 = $1.10 half of regular hourly rate.
$2.20 + $1.10 = $3.30 an hour (overtime rate)

c. $2.10 an hour. What is the overtime rate?

$2.10 divided by 2 = $1.05 half of regular hourly rate
$2.10 regular rate + $1.05 half of regular rate = $3.15 hour overtime

d. $2.00 an hour. What is overtime rate?

$2.00 divided by 2 = $1.00 half of regular hourly rate
$2.00 regular hourly rate + $1.00 half of hourly rate = $3 overtime

e. Grace earns $2 an hour. She gets double pay for overtime. What is her hourly overtime pay?

$2 x 2 = $4

f. Jim earns $3.73 an hour. He gets double pay for overtime. What is his overtime pay? $3.73 x 2 = $7.46

g. John worked 57 hours one week. He earns $2.50 an hour. After 40 hours of work, he receives "time and a half" for every hour up to 10 hours. For every hour after fifty hours he earns double time. What was John's pay for that week?

$2.50 x 40 = $100 regular weekly earnings for forty hours.
$2.50 divided by 2 = $1.25; $2.50 hourly wage + $1.25 time and a half = $3.75 x 10 hours overtime = $37.50 overtime pay for first ten hours overtime. $2.50 x 2 = $5 double time pay. $5 x 7 hours worked over fifty hours = $35.
$100 regular + $37.50 + $35 = $172.50

(2) Hand out homework. Check answers the next day.

(3) Homework assignment.

a. Fred made $1.65 an hour. He received time and a half for overtime. What was his overtime earnings?
$1.65 divided by 2 = $.825

$$\begin{array}{r} \$1.65 \\ +.83 \\ \hline \$2.48 \end{array}$$

b. Anything over forty hours is overtime. Sam makes $2.05 an hour. He receives double time for overtime work. He worked 61 hours one week. How much money did he make that week?

$2.05 x 2 = $4.10 double time
$2.05 x 40 hour work week = $82 per week
$4.10 double time wage x 21 hours overtime = $86.10 overtime pay

$82.00 regular wage
86.10 overtime
$168.10

c. John makes $7 an hour. One month he worked 40 hours overtime. He receives time and a half for overtime work. This was a four week month and anything over forty hours a week is considered overtime. How much money did he earn this month?

$7 x 40 hour regular = $280 per week x 4 = $1,120 monthly
$7 divided by 2 = $3.50 $3.50 + $7 = $10.50 overtime
$10.50 overtime wage x 40 hours overtime worked = $420

$1,120.00 regular monthly wage
420.00 overtime wage for month
$1,540.00

Subject Area(s) Career Education

Unit(s) Credit

Objective(s):

The students will be able to name the four ways of increasing a person's buying power and identify the best way of increasing your buying power.

Procedure:

Through a lecture, the teacher should stress the four basic ways of increasing ones buying power. They are:

1. increase your paycheck
2. learn to spend more wisely
3. go into debt
4. spend according to a budget

It should be brought out the best method of increasing your paycheck is to spend according to a budget.

Resources and Materials:

No particular resources are necessary besides this paper.

Evaluation:

On a test, the question should read: 1. List the four ways a person's paycheck could be increased: a. b. c. d.
2. Which of the answers above is considered the best method of increasing your buying power? _____

Comments on use:

The instructor should give examples of each type of increasing method.

Subject Area(s) Career Education

Unit(s) Clerical Concepts

Objective(s):

The students will be able to identify each student's own abilities in clerical procedures.

Procedure:

Give introduction to various jobs that need to have people with adequate clerical ability.

Give students a clerical ability test.

Check test and interpret results based on a national norm.

Resources and Materials:

Any test testing clerical ability is suitable but one is available on page 117 in the Activities for Succeeding in the World of Work workbook published by McKnight Publishing Company by Grady Kimbrell and Ben S. Vinyard

Evaluation:

Inherent in the procedure.

Comments on use:

An open end discussion should follow the test. The instructor should make every effort not to try and pigeonhole test results with occupation. Students should be aware of "a tendency to perform," or a lack of, in certain areas.

Subject Area(s) Career Exploration

Unit(s) Social Security

Objective(s):

In a classroom situation with one hundred percent accuracy, the student will identify Senator Robert F. Wagnor of New York as being the sponsor of the Social Security Act of 1935, given four names of which Senator Robert F. Wagnor will be one and the question, "Who sponsored the Social Security Act of 1935 in Congress?"

Procedure:

Lecture--Introduction of videotape

Playing of videotape

Lecutre--Emphasize the major points brough out by the videotape, one of which being that Senator Robert F. Wagnor of New York introduced the bill in Congress which became known as the Social Security Act of 1935.

Resources and Materials:

Social Security handbook

Encyclopedia

Teacher made videotape of a representative from the district Social Security Office.

Evaluation:

Acceptable only if the student selects the appropriate answer: "Who sponsored the Social Security Act of 1935 in Congress?"

A. Senator Robert F. Wagnor B.

B. D.

Comments on use:

Should be incorporated in an overview of the entire Social Security program. Time, space, and grouping dependent upon the needs of the individual teacher.

Subject Area(s) Career Exploration

Unit(s) Social Security

Objective(s):

The student will be able to list the three basic types of payments found under the Social Security program in a classroom test situation with one hundred percent accuracy, given the question "What are the three basic types of payment found under the Social Security plan?"

| Procedure: | Resources and Materials: |
| --- | --- |
| Lecture--Introduction of videotape. | Social Security handbook |
| Playing of videotape. | Encyclopedia |
| Lecture--Emphasize the major points brought out by the videotape, one of which being the three basic payment plans found under the Social Security program. | Teacher made videotape of a representative from the district Social Security Office. |

Evaluation:

Acceptable if students lists in any order:
social insurance
subsidized voluntary insurance
public assistance

Comments on use:

Should be incorporated in an overview of the entire Social Security program. Time, space, grouping dependent on the individual teacher needs.

1-A. Objective - Lesson Plan I.

After the completion of lesson plan one, the students will be able to carry on a classroom discussion and show comprehension of material as indicated by their ability to answer questions given them by the instructor.

2-A. The following questions should be used at the completion of the filmstrip, "Credit and the U.S. Economy," produced by the National Foundation for Consumer Credit, 1819 H Street, NW, Washington, DC 20006. These questions should be used in order to aid in the stimulation of class discussion.

With a little altering of the format, these class discussion questions can be made into final test questions.

1-B. Show the filmstrip, "Credit and the U.S. Economy."

1-C. Classroom discussion questions:

1. In some areas is a car considered a necessity? (yes)
2. Should individuals plan how they spend their money? (yes)
3. Should a person save money? (yes)
4. What are the problems of saving? (might spend money before saving enough for what you want; might lose money; money may be stolen)
5. Is saving the only way to purchase goods you cannot afford at the present time? (No, you can use credit)
6. What is a monthly installment? (payment you make once a month to pay for a purchase you made on credit)
7. What is the advantage of creidt? (having and using goods and services while you are still paying for them)
8. How long will the normal person take to pay for an auto? (2-3 years)
9. Are individuals the only ones who borrow? (no)
10. What percentof iron and steel do the car makers buy? (20%)
11. What is the difference between consumer and commercial credit? (consumer credit is credit used by an irdividual while commercial credit is used by companies or corporations)

1-A. Objectives - Lesson Plan I.

After the completion of lesson plan one, the students will be able to;

1. List the three social reasons "why man works."
2. Describe the needs and wants.
3. Name the two real needs.
4. List the "realistic needs" confronting man today.
5. Describe the difference between a want and a luxury.
6. Describe the four personal reasons "why man works."
7. Name the number of years a boy will spend working at a job.
8. Name the number of years a girl will spend working at a job.
9. Describe why there is a difference between the number of working years for a girl and a boy.

1-B. Lesson Plan I. Recommended methodology: lecture and practical exercise.

1. You work for three reasons:
   a. economic — to buy what you want and need
   b. social — to be accepted
   c. psychological — for the feeling of self-worth

2. Our wants are always greater than our needs.
   a. There are only two real needs
      1. food
      2. shelter
   b. Realistically speaking, what are one man's needs might be another man's wants or vice versa.
      1. needs: food, clothing, shelter, medical care, and transportation
      2. wants or luxury: whatever one has or desires other than his needs.

3. Why do people work?
   a. Earns the individual a living.
   b. Way of life.
   c. Those without job success cannot have the same respect for themselves as those who do have job success.
   d. If you expect a full day's pay, you must do a full day's work.

4. Working periods.
   a. Boy 40 years  b. Girl 25 years
   c. Why the difference? (discussion)

5. Read typical example of working girl: Sally graduated from high school when she was eighteen and began working as a typist in an insurance office in her home town. Soon after she began working, she met Dave. They began dating regularly and were married shortly after Sally's twentieth birthday. Dave was twenty-two and had a good job, but his income was barely enough to meet the expenses of a newly married couple. They decided that it would be best if Sally continued working for a while so that they could rent a nicer

apartment, trade in Dave's six year old Chevrolet, and maybe save a little money for a down payment on a house in a couple of years.

A month before their first child, Carol, was born, Sally quit her job. She did not begin working again until after their second child, Tracy, was in the first grade. The family had moved to another city and Sally began working part-time as a typist at the local high school. She was soon offered a better paying job as a secretary in a real estate office and Sally was again a full-time member of the working world. Although she changed jobs twice more, Sally continued working until Tracy had completed two years of college, got his own apartment, and began his first full-time job.

Sally has spent the last two years at home as a full-time housewife. But she is bored with inactivity after being a working girl for seventeen years. Sally will go back to work as soon as she finds a job she likes and feels she can do well.

2-A. Objective - Lesson Plan II.

After the completion of lesson plan two, the students will be able to:

Identify a job area as needing a high school or college education when given a list of jobs.

2-B. Lesson Plan II. Recommended methodology: self-study.

GROWING OCCUPATIONAL FIELDS

1. Business Administration: Maintains accounts and records or supervises others in such bookkeeping activities as recording expenses, income, and payments, audits contracts, orders, and vouchers. He Prepares financial reports and income tax returns.
   a. Accountant
   b. Personnel manager — COLLEGE USUALLY REQUIRED
   c. Public relations worker

2. Building Trades: Constructs, installs, and repairs structures of wood, plywood, and wallboard, using carpenter's hand tools and power tools. Studies blueprints and selects type of lumber. Shapes material to prescribed measurements using saws, chisels, and planes.
   a. Bricklayer
   b. Carpenter — HIGH SCHOOL GRADUATE PREFERRED
   c. Cement Mason
   d. Plasterer

(3) Clerical: Schedules appointments and gives information to callers, takes dictation, uses stenotype machine or transcribing machine. Reads and routes mail, locates and attaches appropriate file to correspondence. Keeps records. May arrange travel schedules and reservations.

a. Bookkeeper
b. Clerk-typist — HIGH SCHOOL GRADUATE PREFERRED
c. Secretary
d. Stenographer

(4) Conservation Occupations: Manages forest lands, plans reforestation, and maps forest areas. Plans cutting programs, gives fire prevention programs, and puts out fires. Works to prevent floods, erosion, and insect pest problems. Conducts research in cutting methods.

a. Forester
b. Range Manager — COLLEGE USUALLY PREFERRED

(5) Driving Occupations: Drives a truck to transport materials in liquid or package form to and from such destinations as railroad stations, plants, residences, or within industrial yards. Prepares receipts, collects payment. May load and unload truck.

a. Routeman
b. Taxi driver — HIGH SCHOOL GRADUATE PREFERRED
c. Truck driver

(6) Health Occupations: Compounds and dispenses medicines, following prescriptions issued by physicians, dentists, or other authorized medical practitioner. Weighs, measures, and mixes drugs. Fills bottles or capsules with correct amount and composition of preparation.

a. Dentist
b. Pharmacist — COLLEGE REQUIRED
c. Physician

(7) Other Health Occupations: Obtains and records patient's personal information and medical history. Seats patient and prepares him for treatment. Arranges dental instruments and materials, handing them to dentist as needed.

a. Dental assistant — SOME COLLEGE PREFERRED
b. Medical technologist
c. Laboratory assistant

(8) Manual Occupations: Puts together mechanical parts, such as switches, terminal boards, and devices. May fit together electrical parts, test operation, and adjust. May use hand tools such as pliers, screwdriver, tweezers, wire cutter, and soldering iron. Welds metal parts together according to diagram or instructions, using electrical arc or gas welding equipment. Positions material

to be welded, adjusts equipment and feeds welding rod into weld. Uses hood or goggles for eye protection.

a. Assembler
b. Furniture upholsterer
c. Jeweler — HIGH SCHOOL GRADUATE PREFERRED
d. Photo lab worker
e. Service station attendant
f. Shoe repairman
g. Welder

(9) Math and Science: Determines mortality, accident, sickness, disability, and retirement rates for insurance purposes. Designs insurance and pension plans and determines premiums. Applies knowledge of mathematics, probability, statistics, and principles of finance.

a. Actuary
b. Mathematician — COLLEGE REQUIRED
c. Statistician

Examines rocks, minerals, and fossil remains. Prepares maps and interprets research data. May explore earth to locate gas and oil deposits (petroleum industry). May analyze and classify minerals, gems, and precious stones (mineralogist).

a. Chemist
b. Biochemist
c. Geologist — COLLEGE REQUIRED
d. Oceanographer
e. Physicist

(10) Mechanics and Repairmen: Repairs household appliances, such as fans, heaters, vacuum cleaners, toasters, mixers, and irons. Disassembles appliance to remove defective parts, using hand tools. Installs new parts and reassembles appliance. Records type of repair.

a. Appliance serviceman
b. Auto body repairman — HIGH SCHOOL GRADUATE PREFERRED
c. Auto mechanic
d. Diesel mechanic

(11) Sales Occupations: Sells merchandise to individuals, using knowledge of merchandise. Displays merchandise, refers to catalog, demonstrates use of merchandise. Quotes prices, prepares sales slips or contracts. Prepares reports of sales transactions.

a. Auto parts counterman
b. Salesman (retail) — HIGH SCHOOL PREFFERED
c. Salesman (manufacturer) — COLLEGE HELPFUL

(12) Social Sciences: Studies groups of human beings in society, collecting and analyzing scientific data on their culture. May specialize in relationship between law and crime, special problems of large cities, crime prevention or juvenile delinquency.

a. Anthropologist
b. Economist — COLLEGE REQUIRED
c. Sociologist

(13) Other Professional Occupations: Plans and designs residences, office buildi: s, theaters, public buildings, factories, and other structures. Consults with client to determine size and space requirements, provides information on costs, prepares sketches of proposed project. Diagnoses mental and emotional disorders and administers treatment Interviews patients in clinics, hospitals, prisons, and other institutions. Observes patients in play or other situations. Selects gives, and inte: ets tests of intelligence, achievement, and personality.

3-A. Objective - Lesson Plan III.

After the completion of lesson plan three, the students will be able to:
(1) List the information that an employer would like to find out about you when he interviews you.
(2) List the three methods how an employer finds out about you.
(3) Complete an application form.
(4) Write a letter of application.
(5) Construct a resume.

3-B. Lesson Plan III. Recommended methodology: Lecture, role playing, fill out job application, write a letter of application, write a resume.
(1) Any employer when he interviews you will want to know certain things. Some of these are:
   a. how much and what type of education and experience you have.
   b. how you look and behave.
   c. how you perform: are you reliable; do you strive for excellence in your work.
(2) An employer can find out about you in three ways.
   a. application form
   b. letter of application
   c. personal data sheet

(3) Application form.
   a. hand out copy and fill it out in class.

(4) Letter of application. Explain.
   a. first copy
   b. tell how you heard of the position
   c. ask to be considered for the job
   d. ask for an interview at the employer's convenience
   e. make sure it is neat appearing and all the words are spelled correctly

(5) Personal Data Sheet - Resume
   a. gives additional information usually not contained in a letter of application; courses you have taken in school that pertain to the job, experience, height, weight, general health, hobbies
   b. Make sure you tell the employer what qualifications you have--not what you don't have.

(6) Read following letter to students:

Dear Kid:

Today you asked me for a job. From the look of your shoulders as you walked out, I suspect you have been turned down before, and maybe you believe by now that kids out of high school can't find work.

But, I hired a teenager today. You saw him. He was the one with the polished shoes and a necktie. What was so special about him? Not experience. Neither of you had any. It was his attitude that put him on the payroll instead of you. Attitude, son. A-T-T-I-T-U-D-E. He wanted that job badly enough to shuck the leather jacket, get a haircut, and look in the phone book to find out what this company makes. He did his best to impress me. That's where he edged you out.

You see, Kid, people who hire aren't "with" a lot of things. We know more about Bing than about Ringo, and we have some Stone-Age ideas about who owes whom a living. May be that makes us prehistoric, but there's nothing wrong with the checks we sign; and if you want one, you'd better tune to our wave length.

Ever heard of "empathy?" It's the trick of seeing the other fellow's side of things. I couldn't have cared less that you're behind in your car payments. That's your problem and the President's. What I needed was someone who'd go out in the plant, keep his eyes open, and work for me like he'd work for himself. If you have even the vaguest idea of what I'm trying to say, let it show the next time you ask for a job. You'll be head and shoulders above the rest.

Look Kid: The only time jobs grew on trees was while most of the manpower was wearing G.I.'s and pulling K.P. For all the rest of history, you've had to get a job like you get a girl: "Case the situation, wear a clean shirt, and try to appear reasonably willing."

Maybe jobs aren't as plentiful right now, but a lot of us can remember when master craftsmen walked the streets. By comparison, you don't know the meaning of "scarce."

You may not believe it, but all around you employers are looking for young men smart enough to go after a job in the old-fashioned way. When they find one, they can't wait to unload some of their worries on him. For both our sakes, get eager, will you?

Donald E. Wood

(7) Read the following situation: You have an opening for a clerk-typist. You are the personnel manager and have just interviewed three girls for the job. Who would you hire? Why? If you can't decide, what else do you need to know before making a decision?

Mary is an attractive girl and has a pleasing personality. She typed 50 words a minute on the typing test, and she has taken one year of shorthand in addition to two years of typing. Her grades in school were mostly B's and C's. She arrived five minutes late for the interview.

Just the idea of being interviewed was frightening to Karen so she brought her friend, Carol, along for support. They arrived five minutes early and, although nervous, Karen presented herself well. She was clean, neat, and well dressed. She typed 55 words a minute on the typing test, and took one year of bookkeeping in addition to two years of typing in high school. Her grades in school were mostly C's.

Vera arrived for the interview five minutes early. She answered each question accurately and pleasantly. On the typing test, she scored 48 words per minute. Vera took one year of bookkeeping and two years of typing in high school. Her grades were mostly C's.

(8) Role playing in an interview situation.

5-A. Objective - Lesson Plan IV.

After the completion of lesson plan four, the students will be able to:
(1) develop an appreciation of his uniqueness and an understanding of why he is unlike anyone else in the world.
(2) develop an appreciation of every other person's uniqueness.
   1. despite some rather obvious similarities, the weight of evidence is heavily on the side of our differences. Since no two people have the same combination of genes and environmental experience, the possibilities of different individuals are endless.
   2. shows how each person, from the moment of birth is influenced by the society and culture into which he was born. Learning from family, friends and every experience of life, each response can be traced to early learned behavior.
   3. present day opinions and actions are firmly rooted in the attitudes, values and traits largely acquired from others while growing up.
   4. each person is the sum of his history but no one has to be an automatic replay of all his learned behavior. Change can be affected by new experiences and new insights that influence what is yet to be.
   5. When each person understands his uniqueness and accepts his own differences, it is then possible to respect the uniqueness and differences of other people.

5-B. Lesson Plan IV. Recommended methodology: filmstrips "Understanding Yourself," Part I and II, Values Test, lecture and discussion.

(1) Clear up all questions the students may have.

(2) Review key points.

(3) Give concrete examples relating film content to daily life--at home, at school, and in other settings.

Values Test

Name_____ Class_____ Hour_____

Directions: Circle the number opposite the one statement in each pair which most appeals to you. Choose one number in each pair.

1 to be reasonably sure about the future for myself and my family.
12 to do things well.

3 to have people think well of me.
5 to have as much freedom as possible to do things I want to do.

11 to have as many good things as possible.
12 to do things well.

6 to do new and different things often.
11 to have as many good things as possible.

7 to have friends.
10 to have things neat, orderly, and organized.

6 to do new and different things often.
8 to create an atmosphere that makes for satisfying family living.

3 to have people think well of me.
9 to do what is right according to my beliefs.

8 to create an atmosphere that makes for satisfying family living.
10 to have things neat, orderly, and organized.

4 to do things for my family and others.
11 to have as many good things as possible.

10 to have things neat, orderly, and organized.
12 to do things well.

2 to have influence with people.
11 to have as many good things as possible.

4 to do things for my family and others.
10 to have things neat, orderly, and organized.

2 to have influence with people.
12 to do things well.

4 to do things for my family and others.
12 to do things well.

4 to do things for my family and others.
7 to have friends.

5 to have as much freedom as possible to do things I want to do.
8 to create an atmosphere that makes for satisfying family living.

2 to have influence with people.
3 to have people think well of me.

7 to have friends.
8 to create an atmosphere that makes for satisfying family living.

5 to have as much freedom as possible to do things I want to do.
12 to do things well.

3 to have people think well of me.
11 to have as many good things as possible.

6 to do new and different things often.
12 to do things well.

9 to do what is right according to my beliefs.
12 to do things well.

1 to be reasonably sure about the future for myself and my family.
10 to have things neat, orderly, and organized.

3 to have people think well of me.
8 to create an atmosphere that makes for satisfying family living.

5 to have as much freedom as possible to do things I want to do.
6 to do new and different things often.

6 to do new and different things often.
10 to have things neat, orderly, and organized.

1 to be reasonably sure about the future for myself and my family.
5 to have as much freedom as possible to do things I want to do.

3 to have people think well of me.
6 to do new and different things often.

5 to have as much freedom as possible to do things I want to do.
7 to have friends.

10 to have things neat, orderly, and organized.
11 to have as many good things as possible.

2 to have influence with people.
4 to do things for my family and others.

8 to create an atmosphere that makes for satisfying family living.
9 to do what is right according to my beliefs.

8 to create an atmosphere that makes for satisfying family living.
12 to do things well.

4 to do things for my family and others.
5 to have as much freedom as possible to do things I want to do.

9 to do what is right according to my beliefs.
11 to have as many good things as possible.

1 to be reasonably sure about the future for myself and my family.
2 to have influence with people.

9 to do what is right according to my beliefs.
10 to have things neat, orderly, and organized.

6 to do new and different things often.
7 to have friends.

4 to do things for my family and others.
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11 to have as many good things as possible.

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7 to have friends.

4 to do things for my family and others.
9 to do what is right according to my beliefs.

5 to have as much freedom as possible to do things I want to do.
11 to have as many good things as possible.

1 to be reasonably sure about the future for myself and my family.
4 to do things for my family and others.

1 to be reasonably sure about the future for myself and my family.
7 to have friends.

3 to have people think well of me.
12 to do things well.

1 to be reasonably sure about the future for myself and my family.
3 to have people think well of me.

5 to have as much freedom as possible to do things I want to do.
9 to do what is right according to my beliefs.

7 to have friends.
12 to do things well.

SCORING

| No. of times circled | Key | | Rank |
|---|---|---|---|
| _____ | Security | 1. To be reasonably sure about the future for myself and my family. | ____ |
| _____ | Influence | 2. To have influence with people. | ____ |
| _____ | Recognition | 3. To have people think well of me. | ____ |
| _____ | Helpfulness | 4. To do things for my family and others. | ____ |
| _____ | Freedom | 5. To have as much freedom as possible to do the things I want to do. | ____ |
| _____ | New Experience | 6. To do new and different things often. | ____ |
| _____ | Friendliness | 7. To have friends. | ____ |
| _____ | Family Life | 8. To create an atmosphere that makes for satisfying family living. | ____ |
| _____ | Religion | 9. To do what is right according to my beliefs. | ____ |
| _____ | Orderliness | 10. To have things neat, orderly, and organized. | ____ |
| _____ | Wealth | 11. To have as many good things as possible | ____ |
| _____ | Workmanship | 12. To do things well. | ____ |

NAME_____ HOUR_____

CAREER EXPLORATION

Test covering Lessons 1-5.

____ 1. Which one of the following reasons does man work?
A. Economic B. Social C. Psychological D. All of the above

____ 2. Our wants are always _____ than our needs. A. Less
B. Greater C. The same as D. None of the above

____ 3. Man has two basic needs. What are they? A. Food and shelter
B. Food and transportation C. Shelter and transportation
D. Transportation and clothing

Are the following basic A. Needs or B. Wants

____ 4. Food

____ 5. Clothing

____ 6. Shelter

____ 7. Car

____ 8. Bicycle

____ 9. A luxury refers to a A. Need B. Want

____10. A boy will probably work for how many years? A. 20 years
B. 25 years C. 30 years D. 40 years

____11. A girl will probably work for how many years? A. 20 years
B. 25 years C. 30 years D. 40 years

Put the letter representing the appropriate educational levels for the following occupational opportunities.
A. College required B. High school graduate preferred

____12. Auto mechanic

____13. Geologist

____14. Bookkeeper

____15. Stenographer

____16. Pharmacist

TRUE - FALSE

____17. Any employer when he interviews you wants to know your educational background and your experience.

____18. In a letter of application you do not state how you heard about the position.

____19. A resume is the same as a personal data letter.

____20. A resume contains additional information usually not contained in a letter of applicatio

Missouri Statewide Testing Service, 307 S. Fifth,
University of Missouri, Columbia, Missouri 65201

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| | No. of Answer Sheets | No. of Booklets |
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Subject Area(s) Career Exploration

Unit(s) Taxation

Objective(s):

The student will understand the fundamentals of taxation as represented by his ability to achieve a score of 70% of the unit test.

Procedure:

Lecture.

Class discussion.

Practical exercise.

Resources and Materials:

Uni-Pac: Taxation or teacher developed material (any encyclopedia has enough information to do an adequate job; also, the IRS has a lot of free material just for the asking.)

Transparency

1040 IRS Form

Evaluation:

See Appendix A or use a teacher developed test to fit particular needs.

Comments on use:

The teacher should not be too detailed in the planning and presenting of tax information. Depending on the age group, the more general the information the more adequate the response and participation.

UNI-PAC: TAXATION

LESSON PLAN ONE

I. Lecture/Conference

A. General

1. Taxation is a process by which people pay the expenses of their governments.
2. Historically some governments used to receive goods and services for tax payments.
3. The three basic problems of taxation:
   a. who shall pay
   b. how much to collect
   c. how to use the money
4. The Preamble of the Constitution sets forth the general functions of our government. "We the People of the United States in Order to form a more Perfect Union, establish Justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the Blessing of Liberty to ourselves and our prosterity, do ordain and establish the Constitution of the United States of America." Nothing is said about taxation.
5. Section 8, Article I of the Constitution establishes the responsibility and gives the Congress power in matter of taxation. "The Congress shall have the power to lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the Common Defense and general Welfare of the United States: but all Duties, Imposts, and Excises shall be uniform throughout the United States."
6. We as voters have a voice in our tax structure.
7. Tax laws are designed to give equal justice to all citizens.

B. Type of Taxes. There are ten important classifications of taxes.

1. Direct Tax is paid directly to the government by the tax payers. Federal Income Tax
2. Indirect Tax - Taxes on goods and services. Sales Tax.
3. Progressive Tax is levied proportionately on the ability of a person with a high income is taxed more than a person with a low income.
4. Regressive Tax remains the same regardless of an individual's ability to pay. Sales Tax
5. Property Tax is levied on real estate. The rate of tax is based on the assessed valuation of the property. It is the main source of revenue for the operation of schools.
6. Sales Tax is usually 3%, does go as high as 5% in some states. Cities can have a sales tax. Not all states have a sales tax.
7. Highway Users Tax is the chief source of revenue for highway construction and maintenance. Gasoline tax, licenses.

8. Payroll and Business Tax requires businesses to buy a license. Also, the net earnings of a business is taxed. There is a 3% tax on payrolls to finance unemployment compensation.
9. State Personal Income Tax. Of the 3/4 of the states that has a State Income Tax, it is smaller than the Federal Income Tax.
10. State Inheritance Tax is in 38 states. The tax rate increases with the value of the estate.

II. Practical Exercise. Conference Discussion.

A. Discussion questions.

1. Should tax payers pay taxes on the basis of their ability to pay?
2. Why is it difficult to decide what one's ability to pay taxes may be?

LESSON PLAN TWO

I. Lecture - Conference

A. Federal Income Tax.

1. The United States government's largest single source of revenue is through a graduated individual income tax.
2. The Internal Revenue Service of the United States Treasury Department operates the nationwide collection service.
3. Those who pay or file a return:
   a. under 65 and reside in the United States
   b. has a gross income of $600 or more a year
4. Our system of taxation is closely related to our history.
   a. Under the British, taxation was very oppressive.
   b. "No taxation without representation."
   c. Because of the bad experience with taxes, the Federal Government was restricted to how they could tax.
   d. Because of several tax schemes, the colonists finally rebelled in 1776.
   e. President Jefferson abolished all internal taxes after our war debts were paid.
   f. The War of 1812 caused the internal tax to be established again but after the war and debts were settled, the excise tax was abolished.
   g. Taxes were raised again during the Civil War.
   h. President Lincoln placed a tax on an individual's income, real estate, public utilities, and consumer goods.
   i. A tax collecting agency was established which was the forerunner of our Internal Revenue Service.
   j. After the war, the tax law was repealed.
   k. By 1877, the federal government had returned to tariff for operating expenses.
   l. Between 1875 and 1900 there were a series of panics and depressions causing hardships and unrest.
   m. Because of the unrest, the Populist Party emerged.
   n. They were farmers and city labor groups who advocated a federal income tax to collect needed money and serve as a mechanism to regulate the economy.
   o. They also advocated public ownership of transportation and communication systems.
   p. Several times, however, the courts ruled taxes of a direct nature were unlawful.
   q. In 1895 the Supreme Court ruled that income tax was a form of direct tax and therefore unconstitutional.
   r. To have an income tax the constitution has to be changed.
   s. The 16th Amendment was passed in 1913. Provisions of the amendment were as follows: "The Congress shall have power to law and collect taxes on incomes, from whatever sources derived, without apportionment among the several states, and without regard to any census or enumeration."

t. To pay for World War I, money was raised by the income tax and after the war was reduced but not abolished.
u. When the depression of 1929 hit, the government started to use the money from income taxes to regulate the economy.
v. Before World War II, there were only 8,000,000 tax payers. Today there are over 60,000,000.
w. The surcharge was developed to finance the war in Viet Nam. It was a tax on the taxes you paid.

B. Taxes and the Federal Budget

1. Used just like a person's individual budget - to plan expenditures.
2. Prepared by the Bureau of Budget under the direction of the President.
3. It is to meet the needs of the United States.
4. It estimates income and expenses for one fiscal year (July 1 to June 30).
5. It is sent to Congress in January.
6. They can make additions or deletions.
7. The House of Representatives is responsible for appropriations to meet the estimated expenses.
8. Show transparency 1.
9. Show transparency 2.

TRANSPARENCY 1

WHERE IT COMES FROM

| 46% | 20% | 21% | 8% | 5% |
|---|---|---|---|---|
| Individual Income Tax | Corporation Income Tax | Social Insurance and Retirement | Excise Tax | Other |

TRANSPARENCY 2

WHERE IT GOES

| | |
|---|---|
| National Defense | 43% |
| International Affairs | 2% |
| Veterans | 4% |
| Interest | 7% |
| Health and Welfare | 26% |
| Space Research and Technology | 2% |
| Education and Man Power | 4% |
| Community Development and Housing | 1% |
| Commerce and Transportation | 4% |
| Agriculture | 3% |
| Natural Resources | 1% |
| General Government | 2% |

## LESSON PLAN THREE

I. Lecture - Conference

A. Legal Requirements for Taxpayers

1. The law requires that all taxpayers keep an accurate record of their income tax return.
2. He must keep these records until the expiration of the statute of limitations, which is usually three years from the date the return was due.
3. April 15 is the final date for filing income tax returns without penalty.
4. File income tax by using Form 1040.
5. Under certain circumstances, however, an extension may be granted. Form 2688 is used for this purpose and may be obtained from your local Internal Revenue Office.
6. If a taxpayer finds out he has made a mistake after he has filed, he may rectify that error without penalty by using Form 1040X, Amended United States Invidual Tax Return.
7. What careers would be related to the income tax.
   a. CPA
   b. Bookkeeper
   c. Filing Clerk
   d. Internal Revenue Service Employee
   e. Auditors
   f. Others

B. Characteristics of a Good Tax System

1. Adam Smith, a classical economist, provided guidelines for a good tax system before our constitution was written.
   a. English
   b. Wealth of nation
   c. Smith's four principles of taxation
   1. Equity - everyone should contribute according to his ability to pay.
   2. Certainty - the tax collection and application should be made clear and not handled arbitrarily.
   3. Convenience - taxes should be levied and collected at a time and place most convenient for the taxpayer.
   4. Economy - no more taxes should be collected than absolutely necessary and administrative cost should be kept to a minimum.
   d. The merits of such principles are:
   1. The ability pay
   2. Benefits rendered from the taxes
   3. Sacrifice made by the individual
   4. Cost of the service

II. Practical Exercise

A. Define
1. direct taxes
2. inheritance tax
3. property taxes
4. sales tax
5. highway user tax

B. Answer

1. What is the difference between a direct tax and indirect tax?
2. What determines the tax rate on property tax?
3. What is the sales tax rate in Missouri? In Sedalia?
4. How does one pay highway user tax?
5. Does Missouri have a state income tax?
6. Who is responsible for preparation of the federal budget?
7. What government agency is the largest user of tax dollars?
8. When you buy an auto license, what type of taxes are you paying?
9. What is the number of the form used in filing income tax returns?
10. According to Adam Smith, what four words describe a good tax system?
11. Since tax laws change, where can you go each year to get the latest information on filing your income tax return?
12. Is it necessary to keep a record of earnings and tax returns?
13. What is the tax surcharge and how is it completed?

## Appendix A

____ 1. The process by which people pay the expenses of their government is A. budget control B. deductions C. taxation D. FRS

____ 2. The tax which is paid directly to the government by individual taxpayer is a A. direct tax B. indirect tax C. sales tax D. excise tax

____ 3. A tax on goods and services could be considered A. direct tax B. indirect tax C. sales tax D. excise tax

____ 4. A graduated income tax would be A. direct tax B. indirect tax C. sales tax D. excise tax

____ 5. A regressive tax would be a A. direct tax B. indirect tax C. sales tax D. excise tax

____ 6. The main source of revenue for the operation of schools is the A. sales tax B. excise tax C. state income tax D. property tax

____ 7. The property tax is levied on A. goods and services B. real estate C. liquor D. IRS

____ 8. The sales tax in Missouri is A. 1% B. 2% C. 3% D. 4%

____ 9. The sales tax in Sedalia is A. 1% B. 2% C. 3% D. 4%

____10. If you purchase an item in Sedalia that cost $2 and you give the sales clerk a five follar bill, how much change would you receive? A. $2.92 B. $2.90 C. $2.94 D. $3.00

____11. Gasoline is taxed under A. sales tax B. gas tax C. highway user tax D. excise tax

____12. The highway user tax places a tax on A. gas and oil B. license and cars C. liquor and gum D. gas and license

____13. The business tax requires that each business pay what percent of their payroll to help finance the unemployment compensation? A. 1% B. 2% C. 3% D. 4%

____14. The final date to file your income tax each year is A. January 30 B. March 17 C. April 15 D. May 20

____15. The form used to file your original income tax is A. 1040 B. 1040X C. 2688 D. W_2

____16. The form used to file a late income tax return is A. 1040 B. 1040X C. 2688 D. W-2

**50**

Subject Area(s) Career Exploration

Unit(s) Job Classification

Objective(s):

The students will: describe the difference between a private employment agency and a state employment agency.
define "fee" as it is used in the attached work sheet.
list different ways there are to find a job.

Procedure:

Hand out attached work sheet.

Give students sufficient time to complete work sheet.

Divide students into small groups and provide each group a newspaper and telephone book and have them find as many potential jobs as possible.

Lead a class discussion on how those people who have or who have once had a job found out about their job.

Resources and Materials:

Attached sheet

Newspaper

Telephone book

Evaluation:

Teacher made test at a later date.

Comments on use:

Teacher may want to alter work sheet for his particular needs.
A game can be made out of procedure 3, something like "Who can find the most jobs."

Name:_____ Date:_____

PRIVATE EMPLOYMENT AGENCIES

You have learned by now that there are several ways you can find a job. One way is to look in the help-wanted ads of your local newspaper. Another way is to go to the employment office of a store or company near where you live. You also may ask friends or relatives to help you. Still another way is to go to the state employment office in or near the place where you live. You may also remember how to look in the yellow pages of the telephone book to find a job.

There is another place some people go to get jobs. It is a private employment agency. An agency finds jobs for people. The important thing you should know about such an agency is that it charges a fee for the job a person accepts from them. (Sometimes the employer pays the fee for the new employee.) The fee it charges must be within a fixed amount, which the law allows. The fee may also depend on how long a person stays at his job. Sometimes a person may leave a job soon after he or she has taken it.

While a private employment agency may be good for some people, it would be wise for you to find a job without going to one. The reason is that you may accept a job and then not be able to pay the fee. You have to sign a paper before you are given a job. The paper is your promise to pay the fee. After you accept a job, you may leave it a short time later. You still have to pay part or all of the fee, even if you decide not to stay on the job.

1. What is a private employment agency?

_____

2. (1) What does fee mean?

_____

(b) Why may you have to pay a fee, even if you leave a job which an employment agency got for you?

_____

3. What other ways are there to find a job besides going to an employment agency?

(a)_____

(b)_____

(c)_____

(d)_____

(e)_____

4. The state employment office is not like an employment agency. Why?

_____

Subject Area(s) Career Exploration

Unit(s) Job Classification

Objective(s):

The students will be able to:
a. define a service job.
b. explain what is meant by meeting the public.
c. identify service jobs which have to do with food.
d. identify service jobs which have to do with cars.

| Procedure: | Resources and Materials: |
| --- | --- |
| Hand out work sheet. | Attached work sheet |
| Give students sufficient time to complete work sheet. | |
| Go over the answers to the questions. | |
| Lead a group discussion on what type of service jobs the students have done. | |
| Lead a group discussion on what type of service jobs there are in the local area. | |

Evaluation:
Teacher-made test at a later date covering the attached work sheets.

Comments on use:
Teachers may wish to alter the work sheet to meet their particular needs. Teacher may wish to assign students as group discussion leaders.



Conley McAnally

Name:_____ Date:_____

SERVICE JOBS - MEETING THE PUBLIC

Many jobs are in places where workers meet other workers. They almost never meet anyone at work who is not a fellow worker. Then there are other jobs where workers' jobs depend on meeting people who are not fellow workers. Their jobs depend on what they do for those people whom they meet. The people whom they meet and serve are called the "public."

Jobs in which workers meet the public, to serve it in some way, are usually called service jobs.

Not everyone is suitable for a job where he has to meet the public. Also, some workers prefer to work alone. Other workers do not want service jobs because they may have to work on Sundays or some holidays. Can you think of any other reason ?

If you like to be of service to people, then you should try a service job. Such a job may be just right for you. Some examples of service jobs where you meet a lot of people are:

| | | |
|---|---|---|
| waitress | waiter | redcap |
| salesgirl | tray girl | checker |
| service station attendant | busboy (or girl) | taxi driver |
| | gardener's helper | deliveryman |
| nurse's aide | shoeshine boy | bus driver |

One of the ways to be successful at a service job is to be willing to please the people whom you serve. A nice smile and good manners help you please the people you meet on a service job.

1. What is a service job?

_____

2. How would you explain what is meant by meeting the public?

_____

3. Pick out the service jobs listed in this lesson which have to do with food, and write them on the lines below:

_____ _____

_____ _____

4. Pick out the service jobs listed in this lesson which have to do with cars or buses, and write them on the lines below:

_____ _____

_____ _____

5. Can you name some service jobs which are not listed in this lesson?

_____ _____

6. What kinds of service workers have done things for you?(example, waiters)

a._____ b._____ c._____

Subject Area(s) Career Exploration

Unit(s) Economics

Objective(s):
The student will be able to interpret the three important economic tools as presented in the programmed text without missing more than one question on the post-test.

Procedure:

1. Explain how to use the programmed text.
2. Hand out programmed text.
3. Individual work is required.
4. Collect texts at end of time allotted.

Resources and Materials:

1. Programmed text "The Three Important Economic Tools"

Evaluation:

Post-test

Comments on use:

To save preparation time and material expense have students answer all questions on a separate sheet of paper.

Subject Area(s) Career Exploration

Unit(s) How to Begin

Objective(s):

To construct a resume'

| Procedure: | Resources and Materials: |
| --- | --- |
| Give students a definition of a resume'. | Class notes |
| Explain that a resume' is the same as a personal data sheet. | Chalkboard |
| List the main categories of a resume'. | Examples of resume' |
| Hand out examples of different types of resume's. | |

Evaluation:

Have the students construct a resume' using one of the formats as presented in class.

Comments on use:

Make sure that students are precise about the information they put on the resume'.

Subject Area(s) Career Exploration

Unit(s) Why Work?

Objective(s):

To differentiate between a need and a want.

To name the two basic needs.

| Procedure: | Resources and Materials: |
|---|---|
| Write the words "needs" and "wants" on the blackboard | Class notes |
| Ask students to select things in their everyday life and categorize them under the "needs" and "wants" column. | Chalkboard |
| Try to reach a class concensus on what really is a "need" and what really is a "want". | |
| Bring out that what might be one man's wants might be another man's needs. | |
| Try to get the class to understand that there are only two basic needs - food and shelter. | |
| Reinforce your students with the concept that realistically speaking needs and wants are only needs and wants relative to each other. | |

Evaluation:

Have the students list the two basic needs.

Make a list of needs and wants (realistically speaking) and have the students categorize them as needs and wants.

Comments on use: In the 20th century things such as apartments, houses, cars, a variety of clothes can be considered needs. The teacher must take care, however, that a particular setting is defined before the needs and wants are defined, i.e. If you live where a bus line can take care of your transportation requirements, a car is not a need.

Subject Area(s) Career Exploration

Unit(s) Why Work?

Objective(s):

To list in any order the three basic reasons why people work.

Procedure:

Draw from students why they think man works.

Discuss each reason given by the students "why man works" and see if a class concensus can be reached.

Give the students your three reasons "why man works" economic, social, and psychological.

Try to correlate the reasons given by the students "why man works" to the three reasons you gave.

Resources and Materials:

Class notes

Chalkboard

Evaluation:

Have the students list the three reasons as presented in class "why man works."

Comments on use:

The above would be more beneficial if it were used as an introduction.



Conley McAnally

Subject Area(s) Career Exploration

Unit(s) Advertising

Objective(s):

The student, given examples of advertisements, will be able to rate and compare each example on a ten point scale according to usefulness of the information it gives of the advertised product.

Procedure:

Have students study the various advertisements.

Rate each advertisement from 1-10.

Rank all the advertisements viewed during a particular period from best to worst.

Resources and Materials:

Advertisements from magazines
Recorded commercials from the radio
Video advertisement

Evaluation:

Take an average of each advertisement rank and have students see how far they deveated from the norm. (#1 is a satisfactory score)

Comments on use:

The combinations of magazine, audio, or video advertisements is irrelevent.



Conley McAnally

Subject Area(s) Career Exploration

Unit(s) Advertising

**Objective(s):**

**The student will be able to list in any sequence the four basic concepts of advertising as presented in class.**

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Procedure:

**Through class discussion and lecture, the teacher will bring out the four basic concepts of advertising.**

1. provides information about goods, services, motivations, and issues
2. trip to persuade
3. helps fill in person's needs more effectively
4. creates wants

Resources and Materials:

Class notes
Chalkboard
Transparencies

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Evaluation:

**Test question**

**List the four basic concepts of advertising as presented in class.**

a. c.
b. d.

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Comments on use:

**Other resources and materials that might be used would include teacher made slide-tape presentation, role playing activities.**

Subject Area(s) Career Exploration

Unit(s) Advertising

Objective(s):

The students will be able to recognize the difference between want ads, commercial ads, and public service ads.

Procedure:

Give an introduction of the three types of ads.

Show examples of the three types of ads.

Have students select one of the three types of ads and construct one of their own.

Resources and Materials:

Pictures of road side billboards
Ads from old magazines
Ads from new magazines
Video advertisements
Audio advertisements
Student made advertisements

Evaluation:

Have students determine which of the three types of ads was constructed by each of the students.

Comments on use:

Transparencies or slides of the three types of ads could be used in aiding the evaluation of whether or not students are able to recognize the three different types.

Subject Area(s) Career Exploration

Unit(s) Advertising

Objective(s):

The students will be able to recognize that ads can appeal to your ego, confuse you with double talk, or bombard you with facts.

Procedure:

Show examples of the three types.

Ask students if they can remember learning or seeing the three types.

Have students make an ad that appeals to the ego.

Resources and Materials:

Transparencies
Examples of ads that appeal to your ego, confuse you with double talk, or bombard you with facts

Audio examples

Video examples

Evaluation:

Show each of the different types and have students designate which is which.

Comments on use:

During the presentation, it is suggested that initially only one type of media is used. Then to ensure understanding of the concept, present advertisements using the other media.



Conley McAnally

Subject Area(s) Career Exploration

Unit(s) Advertising

Objective(s):

The student will be able to identify the target of an advertisement given an example of an advertisement and a list of possible "audiences."

Procedure:

Teacher will define the work "target" as it pertains to advertisements.

Teacher will define the word "audience" as it pertains to advertising.

Teacher will show examples of advertisements that are targeted to particular audiences.

Resources and Materials:

Advertisements that are targeted to

a. men
b. women
c. boys
d. girls
e. professionals
    1. doctors
    2. lawyers
    3. teachers

Evaluation:

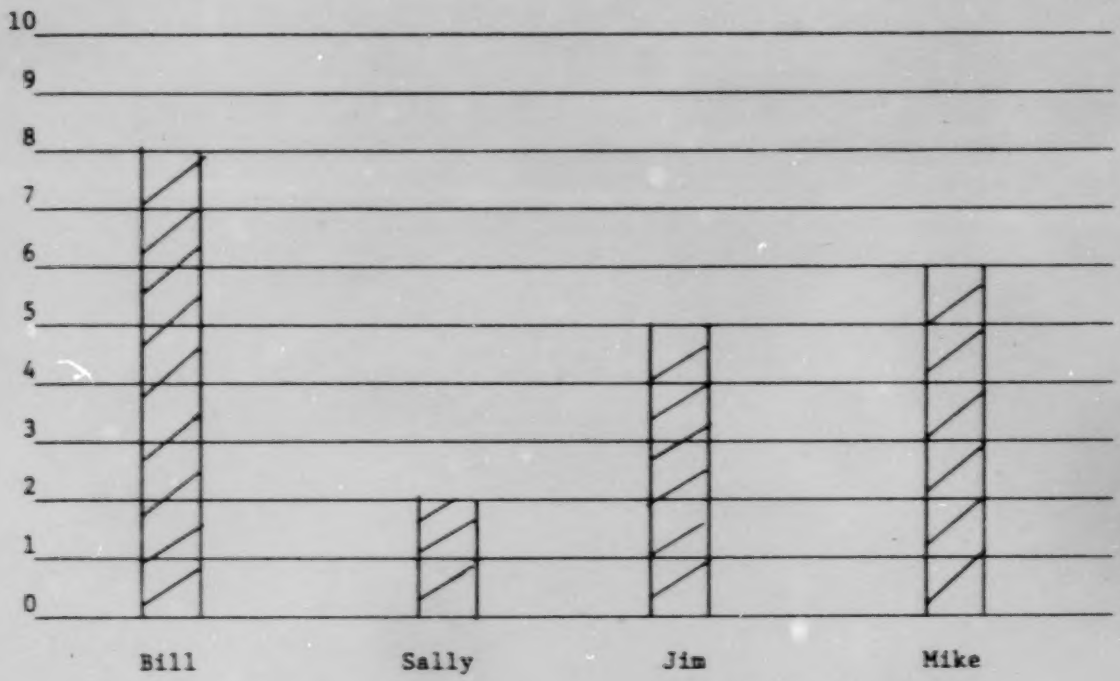
Show a particular advertisement and have the students select which audience it is targeted to.

Comments on use:

Any current magazine has advertisements that are targeted to certain audiences.

PRE-TEST

Money Made During The Summer In Hundreds

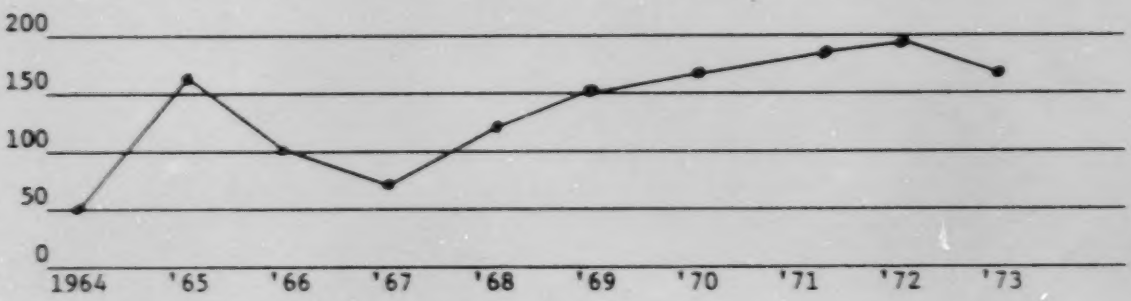



1. Who made the most money last summer?_____

2. How much money did Sally make?_____

3. Who made one-fourth as much as Bill?_____

Below is a chart of apples eaten in a ten year period by the Jimmy Jones's.




4. In what year were most of the apples eaten?_____

5. Approximately how many apples were eaten in 1965?_____

TEST RESULTS

| Hour | Mean | Mode | Median | Number of Students |
|---|---|---|---|---|
| 1 | 17 | 18 | 18 | 23 |
| 2 | 18 | 17 | 19 | 37 |
| 3 | 14.5 | 15 | 15 | 14 |
| 4 | 16 | 15 | 16 | 62 |

6. How many students took the test?_____

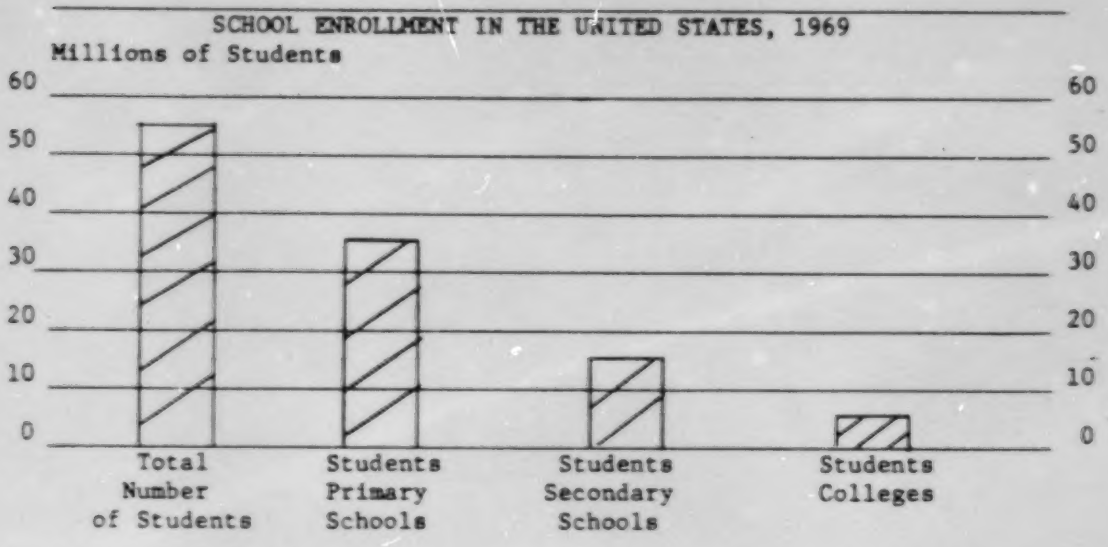
7. What hour had the highest average (mean)?_____

8. What class had the lowest mode (score most often received)?_____

**Answers:** 1. Bill 2. $200 3. Sally 4. 1972 5. 150 apples
6. 136 students 7. 2 8. 3 and 4

If you did not receive 100% (eight correct) start reading below the black line.

If you were able to answer all eight questions correctly, turn to the next page and begin reading.




The simple bar chart uses a thick line or stripe (bar) as its means of measurement. The units to be measured are arranged horizontally at the bottom or base of the chart. The measurements are arranged vertically along the left and right sides of the chart.

In our example, the bar chart shows school enrollment in the United States in the year 1969. Arranged along the bottom of the chart are population groups to be measured (number of students in schools of various grade levels). Arranged up the left and right sides of the chart are the numbers measuring the number of students in the United States, in millions, in 1969. Each bar shows the number of students in a particular group.

MAKE ALL MARKS ON A SEPARATE PIECE OF PAPER

QUESTIONS:

1. How many students were enrolled in college in 1969?_____
2. What was the total school enrollment in 1969?_____
3. What is the difference between the number of students enrolled in primary schools and the number of students enrolled in secondary schools?_____

Your answers should have been: 1. 7 or 8 million 2. 58 or 59 million 3. between 20 and 23 million.

If you answered all questions correctly, start reading below the black line NOW.

If you did not answer all the questions correctly, turn back to the previous page and begin reading below the black line.

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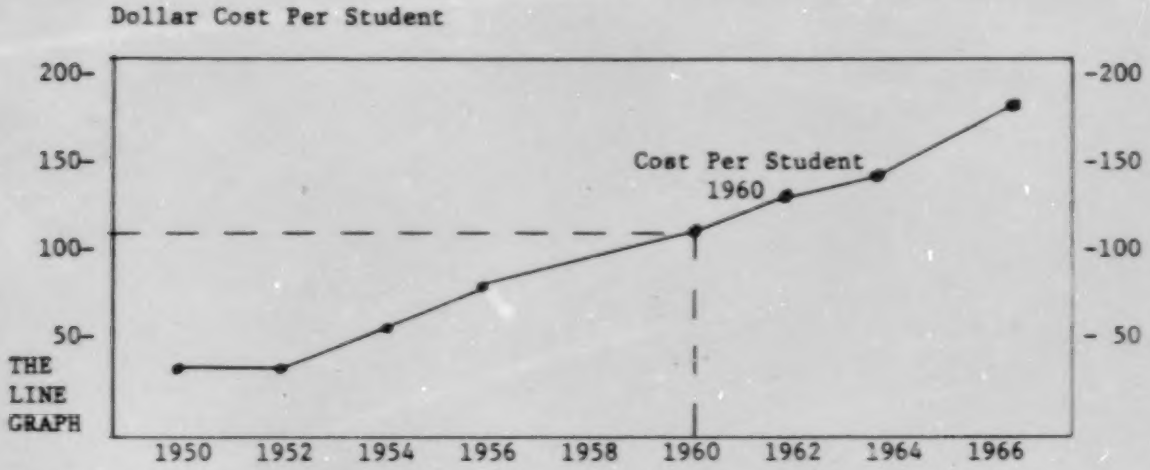
THE INCREASING COST OF EDUCATION
State and Local Expenditures Per Student




THE LINE GRAPH

A second commonly used economic tool is the line graph. Line graphs are generally used to show changes over a length of time. Basically, a line graph is a diagram on which a number of dots have been placed. These dots represent the information to be studied in the graph. Once placed on the diagram, the dots are connected with a line. The changes in the direction of the line will help you find the changes that have taken place in the information you are studying.

The direction of the line in the example will enable you to understand that, after more than fifteen years of slow and steady increases, the cost of education has begun to rise sharply in the last few years. To find the cost per student for any year, first find the dot chiwh is placed on the diagram above the year. Then place a ruler or sheet of paper horizontally across the dot. If you do this for the year 1969, you will find that the cost of education per student for that year was about $105.

Make all marks on a separate sheet of paper.

Questions:

1. What was the cost per student for the year 1956?_____

2. What was the last year in which the cost per student was less than one hundred dollars?_____

3. In what year did the cost of education begin to rise much more sharply?
_____

Your answers should have been: 1. between $70 or $80 2. 1958 or 1959 3. 1964

If you answered all questions correctly, start reading below the black line NOW.

If you did not answer all the questions correctly, turn back to page 4 and begin reading below the black line.

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EDUCATION IN THE UNITED STATES, FROM 1960 TO 1970

| U.S. Educational Highlights | Number (Millions) 1960 | 1970 | Percentage Increase |
|---|---|---|---|
| Total Pupil Enrollment | 45.8 | 59.0* | +29% |
| Number of Students Primary | 32.5 | 36.6 | +13% |
| Number of Students Secondary | 9.7 | 15.0 | +55% |
| Number of Students College | 3.6 | 7.4 | +106% |
| Classroom Teachers Total | 2.0 | 3.0 | +50% |
| Classroom Teachers Primary | 1.0 | 1.2 | +20% |
| Classroom Teachers Secondary | .6 | 1.0 | +67% |
| Classroom Teachers College | .4 | .8 | +100% |

*Total Pupil Enrollment, 1970

THE TABLE

A table is an orderly arrangement of information in rows and columns for easy reference. The title of a row (horizontal position) is a stub. The title of a column (verticle row) is a caption. In the table above the words at the left, such as "total pupil enrollment," and "number of students" are stubs. The words and years at the top, such as "number (millions), 1960" are captions.

The table is the easiet of the basic economic tools to read and to understand. To find out what the total pupil enrollment was in the year 1970, first find the stub titled, "Total Pupil Enrollment." Lay a ruler or sheet of paper under that word and across the row. Then find the caption "1970" and look down the column. You can read the answer, 59 million, as shown just above your ruler.

Make all marks on a separate sheet of paper.

Questions:

1. How many high school students were there in 1960?_____

2. How much was the increase, in percent, of secondary school teachers from 1960 to 1970?_____

Your answers should have been 1. 9.7 million 2. +67%

If you answered all the questions correctly, start reading below the black line NOW.

If you missed any of the questions, turn back to page 4 and begin reading below the black line.

---

You should now be ready to take the final test on page 9, but before you do, let us review by turning back to page 1 and begin reading.

POST-TEST

COST OF A $100 LOAN

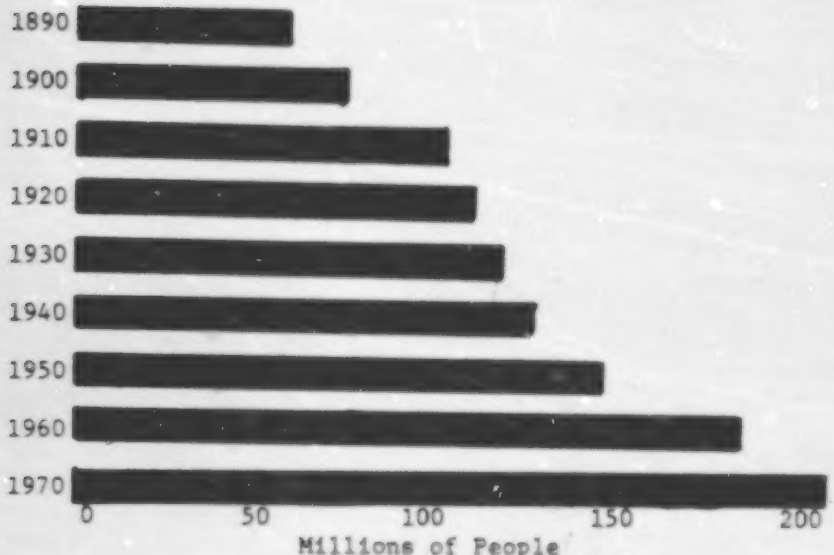
| | 3 Months | 6 Months | 9 Months | 1 Year |
|---|---|---|---|---|
| 1% | .25 | .50 | .75 | $ 1.00 |
| 2% | .50 | 1.00 | 1.50 | 2.00 |
| 3% | .75 | 1.50 | 2.25 | 3.00 |
| 4% | 1.00 | 2.00 | 3.00 | 4.00 |
| 5% | 1.25 | 2.50 | 3.75 | 5.00 |
| 6% | 1.50 | 3.00 | 4.50 | 6.00 |
| 7% | 1.75 | 3.50 | 5.25 | 7.00 |
| 8% | 2.00 | 4.00 | 6.00 | 8.00 |
| 9% | 2.25 | 4.50 | 6.75 | 9.00 |
| 10% | 2.50 | 5.00 | 7.50 | 10.00 |

1. If you borrowed $100 for three months at 6%, what would the cost of your loan be? A. $3 B. $1.50 C. $1.25 D. $1.75

2. If you had to pay back $4 on a hundred dollar loan for one year, what percentage rate would you be paying?
A. 2% B. 3% C. 4% D. 5%

3. If you had an 8% loan on a hundred dollars and you had to pay back $106, for how long would you have to have had the money?
A. 3 months B. 6 months C. 9 months D. 1 year

POPULATION GROWTH IN U.S.

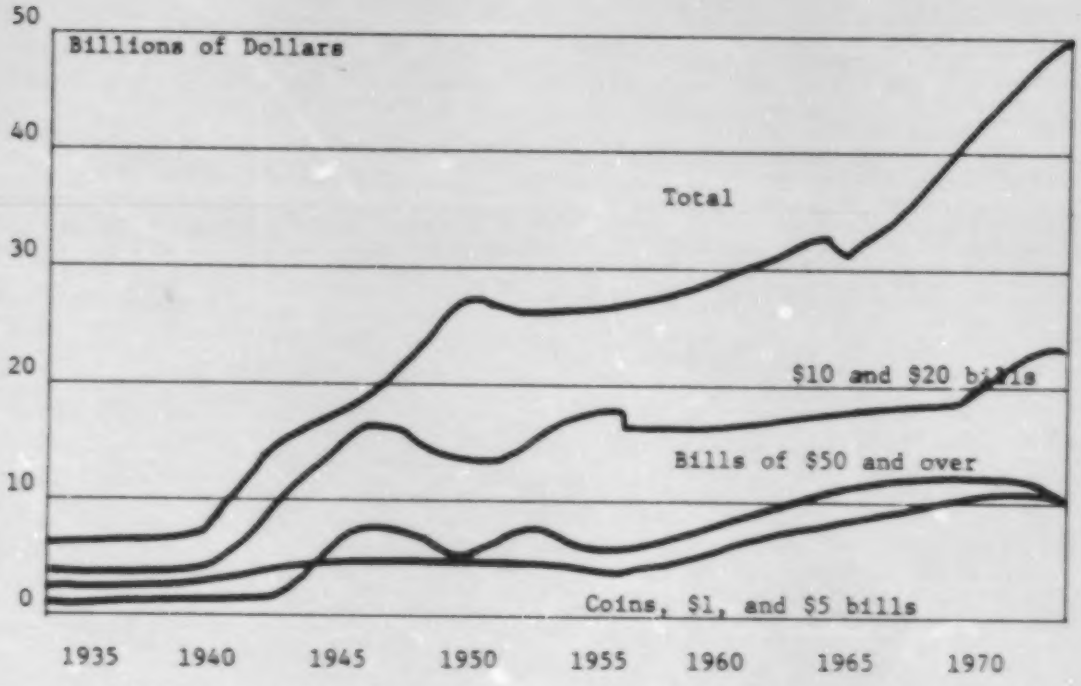


4. Approximately how many people were in the United States in 1890, using the population growth chart at the bottom of page 9?
   A. 60 million  B. 100 million  C. 150 million  D. 210 million

5. Approximately how many people were in the United States in 1960?
   A. 160 million  B. 180 million  C. 200 million

POST-TEST

CURRENCY IN CIRCULATION BY DENOMINATION




6. Approximately how many $10 and $20 bills were in circulation in 1965?
   A. 10 billion dollars worth
   B. 20 billion dollars worth
   C. 30 billion dollars worth

Your answers should have been:

1. B  2. C  3. C  4. A  5. B  6. B

If you missed any two, turn back to page 3 and start reading below the black line NOW.

If you answered five or more correct - CONGRATULATIONS - hand in this booklet.

CAREER INFORMATION

| Major Units of Study | Consultant |
|---|---|
| 1. Know yourself | Mrs. Lavonne Krause |
| 2. Use of occupational information | |
| 3. The world of work | |

CAREER EDUCATION OBJECTIVES

For the students to:

1. Become aware of their specific aptitudes by securing the results of the Differential Aptitude Test.

2. Be able to name specific jobs that would be good choices if you had high scores in any specific area of the DAT.

3. Understand themselves by studying their own values, aptitudes, abilities, goals, interest, personality, and being able to tell how to relate them to a possible job choice.

4. Be able to list and define at least eight types of abilities they could have, such as clerical, social, mechanical, artistic, numerical, musical, physical and academic.

5. Define several of their own goals by making a list of short-term and long-term goals.

6. Investigate several occupations in depth and write up their qualifications, salary, future outlook and duties.

7. Conduct an interview and write out the feeling this person has about his job as well as what is required of him on the job.

8. Be able to fill out a job application and write a job resume.

9. Become familiar with the various occupational clusters.

Subject Area(s) Career Information

Unit(s) Know Yourself

Objective(s): Students will begin to think about themselves as an individualized person and that others see them differently than they see themselves; see how heredity and environment affect what a person becomes; gather information from the scores that will help in career planning; gather information that will help them interpret their test scores; plan a realistic approach to high school education; know terminology of the "world of work"; know about and be able to relate their strong and weak characteristics to their own tentative job choice; identify their own values; develop a composite

| Procedure: | Resources and Materials: |
|---|---|
| Have students write an autobiography. | Outline an autobiography |
| Discuss reasons for knowing yourself and why everyone needs goals. Give a general overview of areas to be covered in this unit. | Career Exploration, A Guide for Teachers, Oklahoma state, example follows |
| Fill out a self-picture checklist and have someone who knows you well fill out another copy and compare them. | |
| View a filmstrip, "Who Are You?" | SVE Educational Filmstrips Foundations for Occupational Planning |
| Read "All About You." | A7785, Secure from SRA |
| View a filmstrip "What Do You Like To Do?" Use discussion questions at the end and "Things To Do." | SRA Junior Guidance S Series Example follows |
| Take a standardized test. | SRA A7785 Differential Aptitude Test or Kuder Interest Inventory or Assessment of Career Development |
| Read "Abilities"--discuss after reading. | SRA, Junior Guidance Series Example follows |
| Discuss the interpretation of test scores with the group. Give ideas about what they could become in relation to high scores. | |
| Receive results of test scores individually. | Guest speaker, counselor |
| Read poem about "Jenny" and discuss the moral. Define terms connected with occupations. | Chapter 1—Feingold, Occupations & Careers Example follows |

Evaluation:

Comments on use:

Subject Area(s) Career Information

Unit(s) Know Yourself, p. 2

Objective(s):

| Procedure: | Resources and Materials: |
|---|---|
| Keep a notebook of all handouts relating to self, including test scores, so students can check on strong areas and weak areas. | Example follows |
| Worksheets on abilities, etc. Look up definitions of p. 1 in a dictionary and then match to p. 2. (Make up a worksheet using terms found in these 2 chapters.) | Example follows |
| Discuss other information found in these chapters. | Example follows |
| Small group discussion--have each prepare a list of characteristics necessary for job success. | Example follows<br>Part 2--Consumer Education from Texas Tech. University |
| Discuss abilities and fill out a handout on their special abilities. | U. S. Dept. of Labor<br>Interest Checklist, p. 22-23<br>Career Exploration |
| Discuss aptitudes and the purposes of career clubs such as FHA, FFA, etc. | |
| Fill out a rank sheet of their own vocational aptitudes. | |
| Discussed values and how they affect our lives. | |
| Take a values test. | |
| Rank your own work values. | |
| View filmstrip "Changing Work Ethic," Part I and II. | "Changing Work Ethic" |

Evaluation:

Comments on use:

Subject Area(s) Career Information

Unit(s) Know Yourself, p. 3

Objective(s):

| Procedure: | Resources and Materials: |
| --- | --- |
| Discuss physical requirements for a job. | |
| Discuss interests and how they relate to a job choice. Fill out interest checklist. | |
| Discuss personality and self-appraisal. | |
| Fill out a questionnaire on personality traits. | |
| Fill out comprehensive "self-evaluation" sheet covering all of the above areas. Have parents study it and comment on how they view it. | Example follows |
| Discuss goals and list some future goals. | |
| Review for a test of factual information such as definitions. | Example follows<br>Taken from self-understanding through occupational exploration course by Salem Junior High School, Salem, OR |

Evaluation: Test on factual information, class discussion, and individual projects.

Comments on use:



Lavonne Krause

OUTLINE FOR AUTOBIOGRAPHY

I. Early Life

A. Where and when born

B. Earliest remembrances

C. Early experiences

II. Family

A. Size of Family

B. Number of brothers and sisters

C. Favorite family pastime

III. Friends

A. Who they are

B. Things we do together

IV. School experiences

A. Early school life (grades 1 through 5)

B. Recent school experiences (grades 5 through 8)

V. Likes and dislikes

A. Likes

B. Dislikes

VI. Goals for the future

A. Educational

B. Occupational

C. Other

NAME _____

SELF-PICTURE CHECKLIST

Place an "X" in the column which best describes the student.

| | Always | Usually | Sometimes | Seldom |
|---|---|---|---|---|
| 1. Honest | | | | |
| 2. Happy | | | | |
| 3. Friendly | | | | |
| 4. Sad | | | | |
| 5. Serious | | | | |
| 6. Sensitive | | | | |
| 7. Jealous | | | | |
| 8. Popular | | | | |
| 9. Shy | | | | |
| 10. Clumsy | | | | |
| 11. Show-off | | | | |
| 12. Afraid | | | | |
| 13. Kind | | | | |
| 14. Modest | | | | |
| 15. Proud | | | | |
| 16. Lazy | | | | |
| 17. Neat | | | | |
| 18. Thrifty | | | | |
| 19. Even-tempered | | | | |
| 20. Dependable | | | | |
| 21. Angry | | | | |
| 22. Moody | | | | |
| 23. Open-minded | | | | |
| 24. Unreasonable | | | | |
| 25. Demanding | | | | |

ALL ABOUT YOU
Taken from the Junior Guidance Series
by William C. Menninger, M. D.

WHO ARE YOU?

The REAL YOU is more than how you look or how you act. YOU are made up of many parts. YOU include:

--Your body--the outside of you that everybody sees.
--Your five senses--sight, hearing, smell, touch, taste.
--All your talents and skills or lack of them--the things you do well, the things you don't do so well.
--Your thoughts, your feelings--the way you act every day, the way you feel about yourself, about your family, about the future.
--Your experiences--all of the things that have happened to you since the day you were born.

No other person in the whole world is exactly like you. You are really quite complicated. Part of you others can see--the way you look and the way you act. Part of you no one but you can see--the way you feel and the way you think.

Do you know how you are different from everyone, else? Do you know why you are as you are? Do you know all about yourself? At first you may be inclined to say, "Why sure, I know all there is to know about me. After all, I live with myself all the time. Who else should know me as well?" And of course that is true. You probably do know a great deal about yourself. But do you know why you feel the way you do, act the way you act? Do you ever have feelings that surprise you or that you can't understand? Do you ever behave in a certain way and then afterwards wonder, "Now, why did I do that?" Knowing about YOU is the first step along the road to a good and happy life.

FAMILY TREE, FAMILY LIFE, AND YOU

We've all heard someone say, "You have eyes just like your mother's," or, "She looks just like her father." That's HEREDITY. Your characteristics come to you when a cell from a father is united with a cell from a mother to make a new cell. Inside this new cell there are GENES that contain all the physical characteristics or traits of the person that is to grow from it. No two persons inherit the exact characteristics unless they are identical twins.

A person is the kind of person he is because of the characteristics present in the genes in that first cell, the traits he inherited. Another important influence that determines the kind of person we become is our ENVIRONMENT.

Our ENVIRONMENT is made up of all the people and all the things around us and all the experiences we have while we're growing up. Even the place where we live affects the kinds of experiences we have.

All of your experiences--the way your parents treated you as a baby, the experiences you have at school, your everyday associations with your

playmates--all the things that have happened, big and little, become in some way a part of YOU. All of your experiences leave an impression on you and they remain to mold and influence the way you feel and the way you think.

ENVIRONMENT + HEREDITY = YOU

THE SUM TOTAL OF YOUR EXPERIENCES FROM BIRTH TO TODAY HAVE COMBINED TO SHAPE YOUR PERSONALITY.

HOW YOU GOT THAT WAY

PERSONALITY is not a new word to you. You have probably used it many times. EVERYONE HAS PERSONALITY. When experts who study the behavior of people use the word, they mean the TOTAL PERSON. They include the heart, stomach, arms, legs, hair, feet, thoughts, feelings, and behavior. They're speaking of a person's loves and his hates, his abilities and his interests, his speed of reaction, and his length of memory. In other words, PERSONALITY IS ALL THAT A PERSON HAS BEEN, IS, AND HOPES TO BE. Personality starts to form the minute we are born.

A newborn baby is completely helpless. He has to depend on someone else to do everything for him. By the time he's about six months old, he has already learned to respond to many different people and things.

The first year of life is a most important one in a baby's development, for in this year the baby learns to act and behave in certain ways. He learns to adjust to his environment and to react toward the persons around him. At this time he begins to form a distinct and regular pattern of reactions.

Many of a baby's first lessons are taught by his parents. Children tend to feel happy and contented if their parents love them. All of the things he learns at this time are seldom forgotten. We say they are "stuck in the memory."

In our early years we not only learn how to do things, we also learn about how we FEEL in different situations. The experiences we have may become part of our CONSCIOUS life. The word conscious comes from a Latin word meaning TO KNOW. The conscious is the mental activity that we know about and can control. It's the part of our personality that we are aware of--the way we think, the way we feel, the way we act.

At certain times persons are unable to remember certain things they have previously known such as a friend's name. These things seem to "slip out of the conscious" but they are not entirely forgotten, because under certain circumstances we can recall them. This in-between or twilight zone is called the PRE-CONSCIOUS.

Then, there is still another part of our personality called the UNCONSCIOUS, or not knowing. Here we store all the experiences we no longer remember. Even though we don't remember these experiences, they, too, influence the way we act or how we may feel. They may make us feel unhappy or make us do things that we don't understand.

Into our unconscious go also send ideas of which our conscious disapproves such as always having our own way or to do what we want when we

want without regard for others. These desires may pop out later to influence us to do some selfish, childish thing.

Have you ever made an unkind remark to a friend and then immediately felt sorry that you had spoken so thoughtlessly? Have you ever refused to let your sister borrow your socks, and then later wished you hadn't been so selfish? That "feeling sorry" because you did something you feel you should not have done is your CONSCIENCE at work. The conscience is the third part of your personality. It is the little policeman inside-of-us that tries to direct our actions by telling us what is right and what is wrong. It keeps us from doing the things we shouldn't do.

Our parents are the ones who first teach us right and wrong. From them we learn standards of behavior. First we learn simple rules and as we grow up we learn more social rules. When we are small our parents are the policemen who tell us what's right and wrong but after a while we begin to know what is expected of us and our conscience takes over.

After we grow older we know the rules and they become the "natural thing to do." But often we have an impulse to break even the most natural rule and up pops one of these hidden desires from the UNCONSCIOUS. But the CONSCIENCE steps in and tells you, "NO, THAT'S WRONG."

All three parts of us--our conscious, unconscious and our conscience--work together to influence the way we act. In other words, all the experiences we've forgotten, and the rules and standards we've learned have made each one of us into the kind of person we are.

WHAT DO YOU NEED?

Everybody needs to breathe in oxygen from the air in order to live. We also need a variety of foods in order to be healthy. We need rest to repair the tissues in our bodies. And we need exercise to keep our muscles strong. We need heat to keep us from freezing in cold climates. AIR, WATER, FOOD, SHELTER--these are the important PHYSICAL NEEDS that must be met if we are to stay alive and keep reasonably healthy.

We also have EMOTIONAL NEEDS that must be met if we are to be happy. We want the love and affection of our family and friends. We want to feel that we are accepted for what we are, that we belong and are a part of the group. We want to feel successful in the things we do, to feel that we are worthwhile and that others appreciate us.

We all want to feel that our parents love us, and that they care what happens to us, that they like us no matter what we do. We want other people to like us, too.

There are many different reasons why people may not have a chance to learn how to be warm and friendly as they're growing up. Regardless of age, anyone can learn how to love others. But most fortunate is the person who learns as a baby or young child. It is so much easier then.

Not only do we want others to like us, but we want to be accepted. We want to feel that we are part of the group--our family group or our group of friends.

We feel unhappy when we are left out. Wanting to be accepted explains why all of us feel it is so important to be like our friends, to do the things our friends do. It also explains why we want to dress JUST LIKE the other boys and girls we know.

There is a third need that we all have. We want to feel successful in the things we do. We want to feel we can do worthwhile things and do them well. When we don't do as well as we can, we usually feel dejected.

As we try to satisfy the basic needs that we all have, we develop our own ways of acting and feeling. What are some of the most common ways of acting and what is behind them?

HOW DO YOU ACT?

As you grew through your babyhood and childhood and tried to satisfy your basic needs that you've been reading about, you developed your own ways of acting and feeling. After a while you began to react to SIMILAR situations in SIMILAR ways.

What do YOU do when you want something that you can't have?

Whatever way you react, the chances are that you make your decision without much conscious thought. Most of us usually react along patterns that were laid down in our earlier years.

When you have this kind of problem--when you can't do something you want to do--you can react in three different ways:

--You can avoid the problem by running away. This is sometimes called the FLIGHT REACTION. You can run away from a problem without ever leaving home: by making up an alibi or an excuse, by pretending the problem doesn't exist.

--You can fight. By arguing or pouting or getting mad, you can rebel against your troubles. You might call this the FIGHT REACTION.

--Or you can COMPROMISE. This means that you give in a little bit in order to gain in other ways. You adjust to the situation as it is. But at the same time, you see what can be done to make the best of things.

Several examples of a FLIGHT REACTION are:

1. On the morning of a big test you wake up with a headache and are forced to stay home. Your body is reacting to the dread of taking a test.
2. You might be "too tired" when there's a big job to be done.
3. You may simply "forget."
4. Make-believe is another form of flight. As you grow older you call this form of flight DAYDREAMING.

The FIGHT REACTION is just as common as the flight reaction but sometimes it only makes the situation worse. A milder form of the fight reaction is argument. You may fight someone by constantly nagging and annoying them or by refusing to do what they ask. Sometimes we react by "taking it out" on someone else.

Boys and girls who feel that others don't like them often get angry with everyone. You may know someone who always seems to have a "chip on his shoulder," who will pick a fight at the drop of a hat, or who constantly tries to bully the younger children. This is the fight reaction, too.

The fight reaction becomes serious if a person uses it too often or at the wrong times.

COMPROMISE lets you adjust to both the demands in yourself and in your environment. In compromising, your personality weighs the results of doing just as you wish against what you probably SHOULD do. Then you make a decision which seems best for all concerned. It often means giving up a little in the present, so you can enjoy the future more. You don't buy that ice cream soda you want now, so you can have movie money at the end of the week.

Compromise can help us solve our problems in acceptable ways. None of us can help our feelings and it isn't good to keep strong feelings bottled up inside. But we can't let them loose in a way that hurts other people or that makes us end up feeling even more unhappy. Often, we can substitute some other action for the one that will cause harm. We might take a fast ride on our bike, or get up a good game of baseball and thus work off our angry feelings without blowing up.

Usually working out some kind of compromise is the best way to handle a problem. Think about YOU for a minute. How do YOU act in different situations?

Here are some situations in which boys and girls may find themselves. Suppose these things happened to you. Think about each situation and then check the reaction that would be nearest to yours. If you think you might react in some other way, write it on the right-hand portion of the paper.

WHAT WOULD YOU DO IF--

1. You started in a new school and the other children didn't seem friendly?
   - ___ Pretend not to care
   - ___ Try harder to be friendly yourself
   - ___ Keep to yourself

2. You wanted to go to a party and thought you didn't have the right thing to wear?
   - ___ Sulk, pout, or cry
   - ___ Not go to the party
   - ___ Fix up an old dress or suit

3. Dad asked you to do some job around the house on the day of the Scout picnic?
   - ___ Get mad and make a fuss
   - ___ Miss the picnic
   - ___ Ask to do the job another day

4. Other boys and girls had more spending money than you?
   - ___ Keep away from them when they were spending
   - ___ Beg parents for more money
   - ___ Try to earn some money at a part-time job

5. A friend gets a new bike like the one you've been wanting but can't afford?
   ___ Try and find something wrong with the bike
   ___ Say, "Gee, I'm glad you got it even if I can't have one."
   ___ Pester Dad to buy you one

6. If you are asked to sell tickets for a school play instead of playing the part you had hoped to get?
   ___ Refuse to sell tickets
   ___ Criticize the person who got the part
   ___ Do the job of selling tickets the best you know how

7. If you aren't doing well in one of your classes at school?
   ___ Blame the teacher
   ___ Ask the teacher what to do about it
   ___ Try to get out of the class

8. You had never made a speech before a large audience and were asked to speak on a school program?
   ___ Refuse to do it
   ___ On the day of the program say you are sick
   ___ Ask someone who is used to speaking to give you some tips

9. You envy a brother (or sister) because of some talents that makes him popular?
   ___ Try and copy the things he does
   ___ Criticize him
   ___ Develop an ability of your own

MAKING THE MOST OF YOU

Now that you've had a chance to look at yourself, how do you like YOU? Are you satisfied or do you wish you could improve? You can, you know. You have to know what can be done to make the most of you AS YOU ARE. In order to do this you must accept some things as they are.

You must accept the world around you and the people in it. In order to get along with them, you have to consider what THEY want, too. You must realize that the things people expect from you are about the same as the things you expect from them.

You don't live in a world by yourself. The things other people say and do will always affect you. That means you're bound to have some disappointments. But disappointments aren't ever as important as WHAT WE DO ABOUT THEM. THAT'S WHAT COUNTS.

All of us like to work for something. We have "dreams" of the things we want to do in life. It's fine to "hitch your wagon to a star," if you're willing to work to reach your goal. But you need to be sure that your "star" isn't too far away. In other words, when you choose the path you want to follow in the years ahead, be sure the goal is sensible and reasonable and that you will have a chance of reaching it.

Understanding yourself can help you find out what you want to do in life and what you can do best. So learn to know yourself as well as you can. Then you'll have a chance of making your dreams come true. You can work toward the best goal for you.

Working toward any goal means that you will have problems to solve. If you have a problem that seems hard to solve, pick out someone you trust and talk to them about it. Two heads are often better than one. REMEMBER THERE IS NO PROBLEM THAT CAN'T BE HELPED. So get a helping hand when you need it. Just as others give you a helping hand, you can often help someone else.

Do you think it's worthwhile to "discover yourself"? Only by learning to know yourself--to understand yourself as well as others--can you make the most of yourself and your life.

OCCUPATIONAL SURVEY FORM

Give careful consideration to every possible fact concerning the occupation under consideration. Complete this form by writing in the facts you have collected.

1. Name of Occupation under Study _____

2. Duties and Nature of the Occupation

   a. _____

   _____

   b. _____

   _____

   c. _____

   _____

   d. _____

   _____

3. Qualifications to Obtain Employment

   a. _____

   b. _____

   c. _____

   d. _____

4. Preparation: Education and Training Required

   a. _____

   b. _____

   c. _____

   d. _____

5. Employment Outlook

   a. _____

   b. _____

   c. _____

   d. _____

6. Methods of Entering Occupation

a. _____

b. _____

c. _____

d. _____

7. Opportunities for Advancement

a. _____

b. _____

c. _____

d. _____

8. Related Occupations

a. _____

b. _____

c. _____

d. _____

9. Earnings and Other Rewards

a. _____

b. _____

c. _____

d. _____

10. Conditions of Work

a. _____

b. _____

c. _____

d. _____

11. Advantages and Disadvantages

a. _____

b. _____

Advantages and Disadvantages

c. _____

d. _____

12. What Are Your Major Aptitudes?

a. _____

b. _____

c. _____

d. _____

13. What Are Your Major Interests?

a. _____

b. _____

c. _____

d. _____

14. What Are Your Major Abilities?

a. _____

b. _____

c. _____

d. _____

15. What Are Your Major Values?

a. _____

b. _____

c. _____

d. _____

16. How do the facts about this occupation match your personal qualities? Explain.

CAREER INFORMATION

## ABILITIES

A simple way to describe ability is to say that ability is the physical or mental power to do something. People have degrees of ability. If you are on the football team, you have the ability to play the game. If you are the team's best player, you have an outstanding ability.

The two main types of abilities are mental and physical. We can subdivide mental abilities in this way: a. academic (those abilities you are likely to be tested on in school), b. creative (painting, drawing, and writing). Physical abilities will be those abilities needed for sports, manual labor and work that requires skilled hands (sewing, shop).

Even if you live to be very old you will never learn everything about yourself. Some of your abilities will never be known to you or to anyone else. However, you can start to discover some of your abilities by finding out as much as you can about yourself.

For a start, ask yourself these questions: Am I good in sports? Am I a good student? Do I learn to play musical instruments easily? Do I attract others by my personality? What one thing am I able to do better than anything else? What things do I find difficult to do? What kinds of things interest me? What kinds of things bore me? What things can I do better than most people?

You can tell quite a bit about yourself by thinking about the answers to the above questions. You are an individual; you are unique. Your abilities are yours alone. What you do with your abilities will help shape your life, determining the kinds of friends you have, your hobbies, the subjects and courses you choose in high school, the kind of job you will have, and even the sort of person you will marry.

An interest is the employment of, concern with, or curiosity about something. You will have an opportunity in high school to possibly discover abilities you were not aware of by following your interests.

At home too, you have opportunities to find out about hidden abilities. Your environment shapes you to a large extent; the kind of environment you have can encourage or discourage your interests and abilities. We have said that you are unique--no one is quite like you. Because of this uniqueness, the environment does not have the same effect on you that it does on even your closest brother or sister.

If everyone reacted to his environment in the same way, your classroom would not have such different people in it. People have different temperaments. One is easygoing, another gets excited easily, another is quick to get angry. Each will react differently to the same situation.

HEREDITY--Heredity is the sum of the characteristics you inherit from your ancestors and plays a part in deciding what abilities and interests you will have. For what we are studying we might say heredity provides the potential ability to learn certain things; environment gives you opportunities to develop that ability.

Motivation is one more important thing in considering your abilities. This is a drive to achieve some goal. Without motivation of some kind, you are not likely to develop your abilities.

Knowing what you can do and how well you can do it is important in building self-confidence.

ACADEMIC ABILITIES--Academic abilities are mental abilities that you are likely to be tested on in school. Some of the specific academic abilities you are likely to be tested on in school include verbal reasoning, perception, number ability, abstract reasoning, and spatial relations.

Verbal reasoning ability is the ability to understand, think, and reason with words. This ability is important in jobs such as teacher, guidance counselor, social worker, reporter, editor, lawyer, life insurance salesman, policeman, bank teller, car rental clerk, hospital attendant. Here is a sample test of your verbal reasoning ability:

| | | | | |
|---|---|---|---|---|
| BIG | fair | large | down | sour |
| ANCIENT | dry | long | happy | old |
| QUIET | blue | still | tense | watery |
| SAFE | secure | loyal | passive | young |

Numerical ability is the ability to work with figures and to calculate simple problems rapidly and accurately. Numerical ability is especially important in jobs such as economist, engineer, credit analyst, cost accountant, insurance underwriter, market research analyst, mathematician and statistician. It is also needed in other jobs such as bank manager, broker, business manager, sales clerk, surveyor, weather observer. Some examples of problems in a test on number ability are below:

19 + 99 = 98 108 109 118 119

1/2 + 1/2 = 1/4 1/2 1/8 1 2

16 x 99 = 154 1584 1614 15,084 150,084

How do you write this number in numbers? Eleven thousand and eleven?
111 1111 11,011 110,011 111,011

Reasoning ability: This is the ability to solve problems, to think ahead to what might happen and plan accordingly, to figure things out on the basis of past experiences.

One type of reasoning ability is abstract reasoning--to think logically without words or numbers. Useful in computer programming systems analyst jobs and for scientists.

Another type of reasoning ability is mechanical reasoning. This is understanding mechanical principles and devices. This is useful in jobs such as aircraft or auto mechanic, bulldozer operator, carpenter, dentist, drill press operator, engineer, farm foreman, longshoreman, photoengraver, plumber, policeman, medical technologist, and television repairman.

Here are some samples from a test in reasoning ability:

Circle the letter that follows the last letter in the row.
fghijkl j k l m n

Look at each series of letters below. Circle the letter that comes next in each series.

| | | | | | |
|---|---|---|---|---|---|
| cdcdcd | c | d | e | f | g |
| abcabdabeab | b | c | d | e | f |
| ambanbaobapba | m | o | o | q | r |

Underline the word in each line that does not belong:

| | | | | |
|---|---|---|---|---|
| red | yellow | heavy | green | blue |
| sled | shoes | hat | gloves | socks |
| sing | speak | whistle | hear | hum |
| grape | pear | carrot | apple | orange |

Circle the number that follows the last number in the row:

| | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 10 | 11 | 12 | 13 | 14 | | | | | | | | | | | 15 | 16 | 17 | 18 | 19 | |
| 1 | 3 | 5 | 7 | 9 | 11 | | | | | | | | | | 11 | 12 | 13 | 14 | 15 | |
| 1 | 4 | 3 | 2 | 5 | 4 | 3 | 6 | 5 | | | | | | | 3 | 4 | 5 | 6 | 7 | |
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 5 | 1 | 2 | 3 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |

SPACE RELATIONS ABILITIES--This is the ability to see the relation of one object to another in space and figure how an object would look if its position were changed. (This ability is used when you work a jigsaw puzzle. You look at a hole in the puzzle and try to find a piece that looks as if it would fit). This is useful in jobs such as architect, bus driver, cabinet maker, die-maker, draftsman, dress designer, dental hygienist, geologist, landscape gardener, nurse, oceanographer, sewing machine operator, and surveyor.

We have discussed academic abilities, now we will go on to creative abilities:

Creative ability is a part of your mental abilities. It is the ability to create, to make things out of your imagination. You may have creative ability you have not discovered. Do you like to draw or paint? Do you enjoy writing compositions or essays? Do you enjoy poetry?

If you have creative talent, make the most of it. Experiment with the things you think you would like to do but are not sure you can. Try not to concentrate on one ability alone.

Not every artistic ability is going to lead to a career. Creative talents can be used for recreation. Most people have hobbies because they need a change at times.

SOCIAL ABILITIES--A different kind of mental ability is social ability. Your social world will widen in high school and it is important to be able to get along with people whose opinions and attitudes might be very different from yours.

If you are shy and hesitate to take the first step in getting to know people, try to look as though you want to get to know them. To be really sociable you will think about the other person and not be overly friendly. Social ability is helpful in having many acquaintances, a few close friends, and to know how to talk to strangers and help them feel comfortable when they're with you.

PHYSICAL ABILITIES--Not everyone has the same kind of physical ability. Your own physical ability is affected by heredity and environment. You are born with a certain amount of ability to do various physical things. Whether you ever develop this ability as much as you can is largely up to you.

A certain amount of physical activity is important for several reasons. It helps keep you healthy; your body is better able to protect itself against sickness by keeping every part in working condition. It gives you energy to keep your school work up and as you grow older your muscles stay firm if you keep exercising.

Some sports can be highly competitve and this means you have to work very hard, practice regularly, and take the game seriously. This is especially true of school sports such as football, basketball and swimming.

Mechanical ability is another kind of physical ability. This involves the ability to work well with your hands. Sewing, knitting, carpentry all require mechanical ability.

LOOKING TO YOUR FUTURE--Investigate. Try to find out as much as you can about the kinds of work that interest you. If you want to be a salesman, find out about sales jobs. Can you meet the requirements? Are there courses such as speech and psychology you should take in high school. Test yourself to see how your friends react to you. Do they like to do things you suggest? Do you enjoy being a leader and officer of clubs. You need to be outgoing, observant and sensitive to the feelings of others.

No job uses just one ability. For example, most jobs require an amount of social ability--you have to be able to get along with other people on the job. Some jobs call for some kind of physical fitness and manual dexterity--a laborer has to be very strong; a bricklayer has to be able to work outdoors in rough weather and be skilled in using his hands; a nurse has to be able to work quickly with her hands and stay on her feet for long hours. Most jobs call for some mental ability too. A salesperson has to figure sales tickets', a policeman has to write detailed reports', a mail sorter has to be able to read all kinds of handwriting.

Some jobs require more of a particular ability. A receptionist must have a well-developed social ability; a lawyer needs a very specialized mental ability; a truck driver, especially a long-distance driver, must be physically fit so that he can drive for many hours at a time and remain alert. The job you will be happiest in probably is the one that will make best use of your abilities.

CAREER INFORMATION

HANDOUT #1

Little Jenny was given a penny--
Told to get
One sweet--
To eat
for a treat.

Jenny went to shop with her penny;
Found sweets on display--oh, so many!
So she got in a fret;
Cried, "Whichever I choose
Look how many I lose!"

Little Jenny went home with her penny--
The sweets were so many, she hadn't picked any!
Moral:
You'd best not forget
That the CHOICE IS FOR YOU—
AND THE SWEET IS TOO!

DEFINITIONS

Please know the definitions of the words below:

WORK--Any kind of planned and responsible activity in which an individual engages with an expectation of getting a gainful return for his efforts.

WORLD OF WORK--The sum total of all kinds of work--from very simple to highly complex, in which men and women of today engage in order to earn a living.

POSITION--A group of tasks performed by one person. There are always as many positions as there are workers in a plant or office.

JOB--A group of similar positions in a single plant, business establishment, educational institution, or other organization. There may be only one or there may be many persons employed in the same job. Teaching of American History in your school is an example of a job.

OCCUPATION--Group of similar jobs. Secondary school teaching is an example of an occupation.

EMPLOYMENT--Any work for pay or profit.

CAREER--Course of an individual taken in progress through life.

CAREER INFORMATION NAME_____

Ch. 2 and 3 Worksheet - p. 2

Place the number of the word on page 1 before the definition on p. 2 which would correspond to your definition.

____ Establishments in which similar types of activity are performed. Any branch of trade, production, or manufacture.

____ Involves accuracy in copying, in reading, and in handling figures, as well as neatness and patience with detail.

____ Is concerned with muscle coordination.

____ The relative capability of doing certain things.

____ A liking for something.

____ The type of work a person does.

____ To be able to learn easily from books and lectures.

____ The natural ability to do something.

____ The ability to work effectively and creatively with other persons.

____ Involves skill in dealing with tools and machinery.

____ An accomplishment.

____ Involves the communication of ideas and emotions in various forms other than language.

CAREER INFORMATION NAME_____

Worksheet on Ch. 2 and 3

Look up the following words in a dictionary and write down a meaning that would be appropriate for the study of careers.

1. ABILITIES

2. ACADEMIC ABILITY

3. PHYSICAL ABILITY

4. MECHANICAL ABILITY

5. CLERICAL ABILITY

6. ARTISTIC ABILITY

7. SOCIAL ABILITY

8. APTITUDE

9. SKILL

10. INTEREST

11. OCCUPATION

12. INDUSTRIES

These cards were originally to be used as a type of rummy game, but they could also be used as a guessing game, etc.

I/A CAREER CARDS
Series I Card A

ACCOUNTANT

This man must have a very good background and ability in mathematics. In his daily work, he compiles and analyzes records for business purposes, such as balance sheets or the loss and profit statement of a commercial enterprise. He may also conduct cost studies or file tax reports.

High School: YES

College: Degree preferable

Others in this series:
B. Actuary
C. Bookkeeper
D. Statistician

III/A CAREER CARDS
Series III Card A

BRICKLAYER

Bricklayers are found wherever construction work is in progress. They build walls and partitions or erect homes and industrial plants with bricks or other suitable masonry materials. At times they may do more specialized works, such as lining kilns and furnaces with bricks or other material. These men must be adept with their hands and be able to stand constant outdoor working conditions.

High School: Diploma or its equivalent. Apprenticeship lasts from 3-4 years. More informal training requires years of experience.

Others in this series:
B. Carpenter
C. Mechanic
D. Photoengraver

II/A CAREER CARDS
Series II Card A

AIRLINE AGENT

This man usually works at a customer counter or in a ticket office. He issues all flight tickets to passengers, answers questions, makes reservations and writes out tickets and forms. Public contact is maintained by dealing with customers personally or over the telephone. Men preferred.

High School: YES

College: Desirable

Others in this series:
B. Airline Pilot
C. Airline Stewardess
D. Airline Flight Engineer

IV/A CAREER CARDS
Series IV Card A

ASTRONOMER

This age-old profession comprises a relatively small number of men who are engaged in "star gazing." Actually, astronomers are highly trained specialists for observing heavenly bodies, such as stellar constellations or solar bodies. They often specialize in specific areas of their profession, for example, astrochemistry. Men with creative and logical minds are usually attracted to this work. In their daily routine, they employ telescopes and other highly technical equipment for their observations and findings.

High School: YES

College: Degree in astronomy, math, or physics required. Internship and Ph. D. for advanced positions necessary.

Others in this series:
B. Chemist
C. Geologist
D. Meterologist

I/B CAREER CARDS
Series I Card B

ACTUARY

This man gathers and analyzes statistical figures and financial data such as death gates in the population, trends and developments in disease control, and uses them to the advantage of his insurance company. He must above all have an aptitude for mathematics and statistics.

High School: YES

College: Degree in mathematics

Others in this series:
A. Accountant
C. Bookkeeper
D. Statistician

III/B CAREER CARDS
Series III Card B

CARPENTER

Carpenters may perform various work using wood as their basic material; erecting wooden frames or installing timber in home building and construction work; laying floors, building stairs, or installing windows, door frames or mouldings. Good health and eye sight are essential in addition to mechanical and manual aptitude.

High School: Diploma or its equivalent. Apprenticeship lasts 4 years, more informal training requires several years of actual experience.

Others in this series:
A. Bricklayer
C. Mechanic
D. Photoengraver

II/B CAREER CARDS
Series II Card B

AIRLINE PILOT

An airline pilot operates an airplane in flight and during take-off and landing operations. He must be able to operate controls in the cockpit and perform numerous other tasks. He is first in command, while the co-pilot is second. Excellent physical condition and quick reactions are essential. Technical knowledge required.

High School: YES

College: 2-4 years of college required in addition to technical training to pass commercial pilot's license test.

Others in this series:
A. Airline agent
C. Airline stewardess
D. Airline flight engineer

IV/B CAREER CARDS
Series IV Card B

CHEMIST

The modern chemist is an outgrowth of the "alchemist" of medieval times. He now deals with organic and inorganic substances, usually in the laboratory. The field has become so specialized that various fields exist requiring specific training in each. Examples are: Analytical Chemistry and Biochemistry. The job requires a very exacting mind with well developed senses and a love for orderliness, in addition to other qualifications. Men and women employed.

High School: YES
College: Minimum of Bachelor's Degree in chemistry. For more responsible jobs, graduate work is required.
Others in this series:
A. Astronomer
C. Geologist
D. Meterologist

I/C CAREER CARDS
Series I Card C

BOOKKEEPER

This man deals with business transactions by keeping complete and accurate records for his company. He may use office machines to make the job easier. He is good at figures, accurate, alert and has the ability to concentrate and write clearly if required. In larger companies he may become a head bookkeeper and supervise others.

High School: YES

College: Business or Vocational School, often some college

Others in this series:
A. Accountant
B. Actuary
D. Statistician

III/C CAREER CARDS
Series III Card C

MECHANIC

Mechanics usually specialize in a certain field such as automobiles, airplanes or refrigeration equipment. In such jobs, they may repair or replace parts, do maintenance work and check on performance of machines and other mechanical equipment. Often they subdivide the general working area into smaller and more specific tasks, especially in industry. Mechanical aptitude and personal reliability are essential prerequisites for success.

High School: Usually diploma or its equivalent is required, in addition to apprenticeship, vocational or trade school and on-the-job training.

Others in this series:
A. Bricklayer
B. Carpenter
D. Photoengraver

II/C CAREER CARDS
Series II Card C

AIRLINE STEWARDESS

Also known as a hostess, the airline stewardess looks primarily after her passengers' comfort in the airplane. Her duties may include serving foods and drinks, giving information, taking care of children, babies or air-sick passengers, or even giving first aid when needed. Overseas (transatlantic) flights require stewardesses competent to speak foreign languages. Some men are also employed.

High School: YES

College: Usually 2 years required, training as nurse or business experience preferred.

Others in this series:
A. Airline Agent
B. Airline Pilot
D. Airline Flight Engineer

IV/C CAREER CARDS
Series IV Card C

GEOLOGIST

The geologist is a scientist who explores the crust and layers of the earth. His tasks are numerous and involve research on rock formation, measuring internal pressures and heat, or mapping out new territories after intensive study. He must be in good physical health and have a good mind for visualization, exploration and often must live under unusual conditions in deserted or primitive areas.

High School: YES

College: Minimum degree at the Bachelor's level. More responsible work, such as college teaching or research, requires graduate work and the Ph.D. Degree.

Others in this series:
A. Astronomer
B. Chemist
D. Meterologist

I/D CAREER CARDS
Series I Card D

STATISTICIAN

Usually found in business as well as government establishments, this man uses mathematics and applies mathematical formulas in his daily work. He applies these techniques to college and tabulates numerical data and evaluates and interprets them for use by his company or agency.

High School: YES

College: Degree in mathematics, statistics, or economics required, but graduate work beyong the B.S. degree is valuable.

Others in this series:
A. Accountant
B. Actuary
C. Bookkeeper

III/D CAREER CARDS
Series III Card D

PHOTOENGRAVER

Whenever something that needs printing cannot be set up in type, the photoengraver may take over to make metal printing plates. In larger shops, he may handle only one part of the entire process. He must be accurate, show mechanical aptitude and cannot be colorblind.

High School: Diploma or its equivalent in addition to a long apprenticeship period usually lasting from 5 to 6 years.

Others in this series:
A. Bricklayer
B. Carpenter
C. Mechanic

II/D CAREER CARDS
Series II Card D

AIRLINE FLIGHT ENGINEER

This is the technical expert aboard the airplane. He assists both pilot and co-pilot in all technical functions and is responsible for the proper running of the engines and any other equipment aboard. He runs frequent checks of all engines and mechanical equipment and gives reports to the pilot. Must be in excellent physical condition. Works only on larger airplanes which have several crew members aboard.

High School: YES

College: Usually two years preferred but technical knowledge required.

Others in this series:
A. Airline Agent
B. Airline Pilot
C. Airline Stewardess

IV/D CAREER CARDS
Series IV Card D

METEOROLOGIST

More popularly known as "the weather man," the meteorologist collects and evaluates information about weather conditions. His job requires handling and reading specialized instruments such as a barometer and the issuance of his findings in the form of reports and messages. His mind must be alert to details, organization and logic. He often works under unusual weather conditions or climates and may be located in far outposts.

High School: YES
College: Bachelor's Degree in math, physics or meteorology is a minimum requirement. More responsible positions, such as college teaching or research require graduate work and the Ph.D. Degree.
Others in this series:
A. Astronomer C. Geologist
B. Chemist

V/A CAREER CARDS
Series V Card A

MEDICAL LAB TECHNICIAN

A medical laboratory technician is actually an assistant to the physician. For example, such persons--frequently women but also men--carry out lab tests for blood and urine examinations or conduct clinical examinations in the lab. They are also called medical technologists. This is an area where a shortage of workers exists. Good health, manual dexterity and accuracy are among the job requirements.

High School: YES

College: Minimum requirements 2 years of regular college, then one year of medical technology school (often associated with a medical school).

Others in this series:
- B. Nurse
- C. Occupational Therapist
- D. Physical Therapist

V/B CAREER CARDS
Series V Card B

NURSE

The professional or registered nurse cares for the patient in hospitals or homes, under the supervision of a physician. Her assignments may be either general or specific. Her assistant may be a practical nurse. Mostly women are attracted to this occupation but there are also male nurses. Good physical health and stamina is a requirement, in addition to integrity of character and social adjustment.

High School: YES

College: 2-4 years of hospital training, State Board exam.

Others in this series:
- A. Medical Lab Technician
- C. Occupational Therapist
- D. Physical Therapist

V/C CAREER CARDS
Series V Card C

OCCUPATIONAL THERAPIST

This man or woman works with patients, disabled persons or those with psychological handicaps and tries to rehabilitate them. This is done by means of educational, vocational or recreational training and exercises. Work is done under a physician's directions. Must have good health and physical stamina and possess some manual skills or recreational talents.

High School: YES

College: B.S. in occupational therapy, of 1-2 years of specialized training beyond a regular college degree.

Others in this series:
- A. Medical Lab Technician
- B. Nurse
- D. Physical Therapist

V/D CAREER CARDS
Series V Card D

PHYSICAL THERAPIST

Physical therapists, among them men and women, administer treatments under the supervision of physicians. Such treatments may be massages, hot or cold applications, electrical stimulations, or other means by which patients are restored to health. Physical and mental stamina and manual dexterity are among the foremost requirements for this job.

High School: YES

College: College degree with major in physical therapy, or 1-2 years of specialized training for regular college graduates.

Others in this series:
- A. Medical Lab Technician
- B. Nurse
- C. Occupational Therapist

VI/A CAREER CARDS
Series VI Card A

PSYCHIATRIST

A psychiatrist is a medical specialist in the diagnosis and treatment of nervous and mental diseases. He is skilled in various methods of treatment of mentally ill persons or those trying to adjust to stress. Such methods, for example, are psychoanalysis, drug therapy, or less often now, electroshock treatment. Medical degree and specialized internship are primary requirements, in addition to other specialized training.

High School: YES

College: M.D. from recognized medical school.

Others in this series:
B. Ophthalmologist
C. Roentgenologist
D. Orthopedist

VI/B CAREER CARDS
Series VI Card B

OPHTHALMOLOGIST

This is a medical specialist for the examination and treatment of eye diseases. He may also treat disorders of the nose, throat and ears. Men and women are found in this medical specialty. They are also called Oculists. Basic medical training is required (usually 8 years in all), plus 2-4 years of additional hospital training followed by several years of practice and certification by the American Board.

High School: YES
College: Minimum of 3 years in regular college, 4 years of medical school and internship.
Others in this series:
A. Psychiatrist
C. Roentgenologist
D. Orthopedist

VI/C CAREER CARDS
Series VI Card D

ROENTGENOLOGIST

This man is a medical doctor specializing in the examination and diagnosis of x-ray pictures and the treatment of patients in need of x-rays for the cure of their illness. Also called a radiologist. This is a medical specialty requiring several years of training and experience beyond the degree of Doctor of Medicine.

High School: YES

College: Minimum of 3 years of regular college, 4 years medical school, plus internship and special training.

Others in this series:
A. Psychiatrist
B. Ophthalmologist
D. Orthopedist

VI/D CAREER CARDS
Series VI Card D

ORTHOPEDIST

An orthopedist treats diseases of the bones and joints and is concerned with the correction and prevention of deformities. He also is a surgeon. This is another medical specialty requiring additional hospital training and practice beyond the Doctor of Medicine level.

High School: YES

College: Minimum of 3 years of regular college, 4 years of medical school, plus internship and special training.

Others in this series:
A. Psychiatrist
B. Ophthalmologist
C. Roentgenologist

These cards were originally to be used as a type of rummy game, but they could also be used as a guessing game, etc.

VII/A CAREER CARDS
Card A

CIVIL ENGINEER

Among the various groups of engineers, this man designs constructions such as highways, large buildings, or bridges and supervises the work connected with such constructions. Among the major requirements are good health to withstand work outdoors, technical ability and imagination. Since he supervises others he must be able to direct workers.

High School: YES

College: Bachelor's Degree in civil engineering, graduate study desirable.

Others in this series:
B. Chemical Engineer
C. Electrical Engineer
D. Mechanical Engineer

IX/A CAREER CARDS
Series IX Card A

SCHOOL TEACHER

We all became familiar with this profession when we met our teachers at the beginning of our school years. Teachers may be found wherever schools are located for imparting knowledge and skills to the students. Teachers have an interest in educating people. They may specialize in a particular subject, such as science or a foreign language. Among their many qualifications are a genuine interest in educating people, and personal integrity, in addition to knowledge of the subject matter to be taught.
High School: YES
College: Bachelor's Degree required for state certification, Master's Degree helpful and often essential
Others in this series:
B. School Principal
C. School Counselor
D. Visiting Teacher

VIII/A CAREER CARDS
Card A

CLERGYMAN

Most of us are familiar with the work of a clergyman, often called minister, reverend or rabbi, among other titles. His duties are manifold but they all are concerned with taking care of adherents to his particular faith. In his work he may deliver a sermon, baptize a child, conduct a funeral service, or give general counsel to people in need of guidance and advice. The basic requirements for the profession are deep religious conviction, concern for one's fellowman, impeccable character and ability to speak and write exceptionally well.

High School: YES
College: Depends entirely on the particular faith, but 3 - 8 years of training are required for the professional clergy.
Others in this series:
B. Psychologist
C. Social Worker
D. Probation Officer

X/A CAREER CARDS
Series X Card A

INSURANCE SALESMAN

Men as well as women are found in this occupation. The insurance salesman is familiar with tax laws, estate planning and business management and must be persuasive and like people. In the U.S.A., there are 196,000 agents, and 41,000 men and women employed in sales management work. A career man can earn as much as $10,000 a year within 5-10 years. There are approximately 1300 companies today with home offices in 300 American cities.

High School: YES

College: College has become increasingly useful and is usually required by major companies.

Others in this series:
B. Real Estate Salesman
C. Retail Salesclerk
D. Bank Teller

VII/B CAREER CARDS
Series VII Card B

CHEMICAL ENGINEER

This man is usually found in industrial organizations where he designs and operates equipment that uses chemical processes. His field is continuously expanding and many specialize in one area. He should have technical and mechanical ability and get along with others since he has the responsibility to supervise others in the plant.

High School: YES

College: Bachelor's Degree in chemical engineering or closely related field. Some graduate work is desirable.

Others in this series:
A. Civil Engineer
C. Electrical Engineer
D. Mechanical Engineer

IX/B CAREER CARDS
Series IX Card B

SCHOOL PRINCIPAL

The school principal supervises and directs teachers and students and has administrative and disciplinary responsibilities as well. He has a genuine interest in educating people but is equally versed in directing office work and other administrative functions. He must have a well-rounded background in education including curriculum teacher training and other areas connected with the efficient supervision of a school. Men and women employed.

High School: YES

College: Bachelor's and Master's Degrees required in most positions, Doctor's Degree (Ed. D., or Ph. D.) necessary for larger institutions.

Others in this series:
A. School Teacher
B. School Counselor
D. Visiting Teacher

VIII/B CAREER CARDS
Series VIII Card B

PSYCHOLOGIST

The man or woman in this growing profession is concerned with behavior, primarily human but also animal. He usually specializes on one particular field, such as experimental, clinical or social psychology. Most frequently he carries out testing and diagnosis of aspects of human behavior, for example, intelligence or personality. Must be emotionally stable and get along with others as well as have a concern for his fellowmen.

High School: YES

College: Master's Degree is minimum but Ph. D. necessary for more responsible positions.

Others in this series:
A. Clergyman
C. Social Worker
D. Probation Officer

X/B CAREER CARDS
Series X Card B

REAL ESTATE SALESMAN

Real estate salesmen and brokers deal in property and may sell or buy, exchange or appraise it, and arrange for loans to finance such property. They may even develop new building projects or act as agents. Full and part-time work available. Among the job requirements are knowledge of the current market and laws governing property, persuasiveness and ability to meet people. Men and women employed.

High School: Essential

College: Desirable for advancement and passing of written examinations for license

Others in this series:
A. Insurance Salesman
C. Retail Salesclerk
D. Bank Teller

VII/C CAREER CARDS
Series VII Card C

ELECTRICAL ENGINEER

This man is usually found in industrial installations and plants where he is responsible for designing, testing and building electrical equipment. He may also operate such equipment and must supervise the workers under him. He is challenged by many new uses of electrical energy and may invent new applications to it. Thus mechanical ability and imagination are among the foremost requirements for the job.

High School: YES

College: Bachelor's Degree in electrical engineering, some obtain the Doctoral Degree (Ph. D.)

Others in this series:
A. Civil Engineer
B. Chemical Engineer
D. Mechanical Engineer

IX/C CAREER CARDS
Series IX Card C

SCHOOL COUNSELOR

The school counselor may be a man or woman who assists students in making their plans for school and future vocational career. He helps the individual student to arrange his courses, counsels him in personal problems or gives tests and keeps records. The school counselor must be interested in helping young people, must inspire confidence, know the teaching field and have the ability of sound judgment.

High School: YES

College: State teacher's license and usually the Master's Degree to meet certification requirements. Teaching experience essential.

Others in this series:
A. School Teacher
B. School Principal
D. Visiting Teacher

VIII/C CAREER CARDS
Series VIII Card C

SOCIAL WORKER

This job employs men as well as women. They deal mostly with problems of human adjustment in areas such as financial, health, family and general welfare. Specialization is usually necessary, such as Psychiatric Social Worker. People trained for this occupation are highly in demand. The social worker has a genuine interest in people's welfare and must show good judgment, patience and objectivity as well as sympathy.

High School: YES

College: Bachelor's Degree necessary and graduate work very desirable, often required for state certification.

Others in this series:
A. Clergyman
B. Psychologist
D. Probation Officer

X/C CAREER CARDS
Series X Card C

RETAIL SALES CLERK

The sales clerk in a retail store conducts business transactions by offering merchandise for sale to potential customers. He has a good knowledge of the merchandise he sells, keeps stock and some records, and must be persuasive in order to sell. Ability to meet the public is essential and some computational aptitude is required. Men and women employed.

High School: Preferred by many stores

College: None required for over-the-counter selling

Others in this series:
A. Insurance Salesman
B. Real Estate Salesman
C. Bank Teller

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VII/D CAREER CARDS
Series VII Card D

MECHANICAL ENGINEER

This is another man with mechanical know-how. He is most frequently found in manufacturing installations where he is in charge of machinery. In his job he is concerned with the design, proper functioning and testing of all machinery and mechanical processes. He must be especially resourceful and demonstrate leadership. Often called Industrial Engineer.

High School: YES

College: Bachelor's Degree in industrial engineering or closely related areas, further graduate work is helpful.

Others in this series:
A. Civil Engineer
B. Chemical Engineer
C. Electrical Engineer

IX/D CAREER CARDS
Series IX Card D

VISITING TEACHER

The visiting teacher has little in common with the outmoded truant officer. This person assists students with their attendance problems and inquires into the cause of such negligence, such as family problems, personality difficulties or delinquent behavior. Cooperates closely with other personnel in school, such as teachers, principals or school psychologists. Men and women employed.

High School: YES

College: Bachelor's Degree required, usually in sociology, social work, criminology or pscyhology Master's Degree desirable.

Others in this series:
A. School Teacher
B. School Principal
C. School Counselor

VIII/D CAREER CARDS
Series VIII Card D

PROBATION OFFICER

A probation officer supervises persons on conditional release from penal institutions. He may also make presentence investigations, counsel persons who have been involved in unlawful acts or investigate home conditions. He often refers offenders to specialists in the community, such as doctors, lawyers or psychologist. He strives to restore offenders to the community as useful members.

High School: YES

College: Bachelor's Degree required, usually in sociology, social work, criminology or psychology, Master's Degree desirable.

Others in this series:
A. Clergyman C. Social Worker
B. Psychologist

X/D CAREER CARDS
Series X Card D

BANK TELLER

Usually works behind window in a banking institution where he meets the public. Accepts deposits and takes care of withdrawals, handles cash and checks. After official business hours he checks on the accuracy of the transactions and fills out reports and forms. Men as well as women are found in this occupation. Must be accurate with figures, have some skills in office equipment and procedures and possess a pleasant personality.

High School: YES

College: None required but desirable for advancement. Previous experience in banking institutes desirable.

Others in this series:
A. Insurance Salesman C. Retail Sales
B. Real Estate Salesman Clerk

CAREER INFORMATION
HANDOUT #4

Special Abilities of _____

Put a check mark in the appropriate column after each question.

| | Yes | No | Undecided |
|---|---|---|---|
| 1. Do you have skill in the use of ideas and symbols? | | | |
| Do you have the ability to master academic studies? (this as shown by school grades) | | | |
| 2. Do you have skill in dealing with various kinds of persons? | | | |
| Do you have the ability to convince or influence other persons? | | | |
| 3. Do you possess skill in the use of spoken language? (As shown by school grades) | | | |
| Do you possess skill in the use of written language? (As shown by school grades) | | | |
| 4. Do you possess skill in experimental and problem-solving work? | | | |
| Do you have the ability to achieve in science studies? (As shown by school grades) | | | |
| 5. Do you possess skill in solving mathematical problems accurately and quickly? (As shown by school grades) | | | |
| Do you have the ability to learn mathematical skills? (As shown by school grades) | | | |
| 6. Do you possess skill with tools and machinery? | | | |
| Do you have the skill in hand manipulation of materials? | | | |
| 7. Do you have the ability to apply promising talent to creative art work? (As shown by school grades) | | | |
| Do you have the ability to understand and appreciate art work? | | | |
| 8. Do you have the ability to develop exceptional talent in musical performance? (As shown by school grades) | | | |
| Do you have the ability to understand and appreciate musical work? | | | |
| 9. Do you have the above-average physical strength for work requirements? | | | |
| Do you have above-average health for outdoor job activities? | | | |

## GENERAL VOCATIONAL APTITUDES

PART I

Rank from highest to lowest your opinion of the general vocational aptitudes which you have. Put a "1" in front of the aptitude which you think is your highest. Put a "2" in front of the aptitude which you think is your second highest. Continue until you have ranked all the aptitudes.

____ 1. Verbal ability (ability to use words and ideas expressed in words)

____ 2. Numerical ability (ability to use numbers and ideas expressed in quantities)

____ 3. Visual perception (ability to see details in two or three dimensions)

____ 4. Physical coordination or dexterity (ability to make precise movements)

____ 5. Social ability (ability to relate well with others)

____ 6. Creativity (ability to develop or produce something new)

____ 7. Physical stamina or strength (ability to engage in physical exertion)

____ 8. Empathy (ability to accompany other people in their thinking and feeling)

____ 9. Organizational ability (ability to bring together different elements to accomplish a goal)

PART II

| Column A | | Column B |
|---|---|---|
| ____ 1. | Verbal ability | a. Cement mason helper |
| ____ 2. | Numerical ability | b. Counselor |
| ____ 3. | Visual perception | c. Proofreader |
| ____ 4. | Physical coordination or dexterity | d. Receptionist |
| ____ 5. | Social ability | e. Technical writer |
| ____ 6. | Creativity | f. Programmer |
| ____ 7. | Physical stamina or strength | g. Restaurant manager |
| ____ 8. | Empathy | h. Cartoonist |
| ____ 9. | Organizational ability | i. Athlete |

## WORK VALUES

Rank each work value according to its importance to you. Put a "1" on the line in front of the work value which you think is most important. Put a "2" in front of the one which is second in importance. Continue until you have ranked all 13 work values.

____ 1. Adventure - doing exciting activities, being in new or uncertain situations, engaging in competition.

____ 2. Artistic - producing something aesthetically pleasing to the physical senses.

____ 3. Creative - initiating a new idea or product.

____ 4. Financial Income - receiving a high income.

____ 5. Independent - planning own work activities, being free to change procedure.

____ 6. Intellectual - solving complex questions requiring thought, applying concepts and knowledge to problems.

____ 7. Leadership - influencing others in their work, being a leader, making decisions.

____ 8. Orderline - following set procedures, doing well-ordered or repetitive routines.

____ 9. Physical performance - being able to do difficult physical tasks which require precision and coordination.

____10. Productive - making a product or doing work which results in something usable.

____11. Recognition - being known by many people, receiving respect from others.

____12. Social Service - working for the benefit of others and society.

____13. Variety - being engaged in many different activities or problems.

## DATA, PEOPLE AND THINGS

Rank your general vocational interests and your general vocational aptitudes.

| General Vocational Interests | General Vocational Aptitudes |
|---|---|
| (Put 1, 2 and 3 in front of the interests in order of your choice.) | (Put 1, 2 and 3 in front of the aptitudes in order of your abilities.) |
| _____ A. Working with data (ideas) | _____ A. Working with data (ideas) |
| _____ B. Working with people | _____ B. Working with people |
| _____ C. Working with things (tools, objects) | _____ C. Working with things (tools, objects) |

PART II

Match Column B with Column A. Write the letter beside the occupation in Column B in the space beside the interest in Column A which you think it fits.

| Column A - Interest | Column B - Occupation |
|---|---|
| 1. High on working with data _____ | a. Offset pressman |
| 2. High on working with people _____ | b. Script writer |
| 3. High on working with things _____ | c. Soil conservationist |
| 4. High on working with data and people _____ | d. Music director |
| 5. High on working with data and things _____ | e. Surgeon |
| 6. High on working with people and things _____ | f. Lifeguard |
| 7. High on working with data, people and things _____ | g. Cosmetologist |
| 8. NO work with data, people or things _____ | h. Draftsman |

CAREER INFORMATION

HANDOUT

"WHAT AM I INTERESTED IN?"

If you had to select from the following jobs, which do you think would be the most interesting? Check as many as you think would be interesting to you and then number them in order of your preference.

GROUP A
(Professional and Technical)
Accountant
Counselor
Computer Programmer
Dietitian
Lawyer
Librarian
Nurse (RN)
Physician (MD)
Psychologist
Social Worker
Teacher
Technician - medical
Technician - dental
Veterinarian

GROUP B
(Clerical)
Bank Teller
Bookkeeper
Cashier
Computer Operator
File Clerk
Office Machine Operator
Payroll Clerk
Receptionist
Secretary
Stenographer
Telephone Operator
Typist

GROUP C
(Sales)
Demonstrator (Household appliances, etc.)
Insurance Sales
Real Estate Sales
Sales Clerk
Stock and Bond Sales

GROUP D
(Crafts)
Commercial Display Designer
Electrician

GROUP D (con't)
Floral Designer
Interior Decorator
Upholsterer

GROUP E
(Operative)
Assembler (Electronics)
Dressmaker
Garment Worker
Laundry and Dry-cleaning Worker
Painter
School Bus Driver
Taxi Driver

GROUP F
(Private Household)
Baby Sitter
Cleaning Woman
Homemaker's Aide
Housekeeper
Maid
Butler
Gardener

GROUP G
(Services)
Beautician
Elevator Operator
Hospital Attendant
Kitchen Worker (Restaurant, hospital, etc.)
Model
Policeman or Policewoman
Practical Nurse
Stewardess
Waitress

LIST OTHER WORK AREAS YOU ARE INTERESTED IN BELOW.

CAREER INFORMATION
HANDOUT #7

INTEREST CHECKLIST

NAME _____ DATE _____

It is important to all of us that we like our jobs, because to succeed we must be happy and interested in our work.

This interest checklist may help you decide what kinds of work you would like, as it indicates a broad range of activities which are found in most industries and occupations in the United States today.

Read and check each one of the statements carefully. If you think you would "like" to do this kind of activity, make a check under the "L"; if you "don't like" the activity, make a check under the "D"; if you are not certain whether you would like the activity or not, make a check mark under the "?".

After you have checked each activity, go back and double check (make two check marks) at least three activities that you think you would most like to do.

You may check an activity even if you do not have training or experience for it, if you think you would enjoy the work. If you check the "?" this shows you are uncertain, either because you don't know enough about the activity or because you cannot make up your mind whether you like it or not.

After you have filled out the checklist, the counselor will go over your responses with you to help you discuss further your interests and jobs you would like.

L (Like) ? (Uncertain) D (Dislike)

| GROUP A | L | ? | D |
|---|---|---|---|
| 1. Sketch or paint pictures of people or objects. | _____ | _____ | _____ |
| 2. Create artistic designs. | _____ | _____ | _____ |
| 3. Arrange or decorate interiors to get pleasing effect. | _____ | _____ | _____ |
| 4. Carve objects from clay or stone. | _____ | _____ | _____ |
| 5. Take photographs for use in advertising. | _____ | _____ | _____ |
| 6. Design styles for clothing. | _____ | _____ | _____ |
| GROUP B | | | |
| 7. Sing as a paid entertainer | _____ | _____ | _____ |
| 8. Play a musical instrument | _____ | _____ | _____ |
| 9. Compose or arrange music | _____ | _____ | _____ |
| 10. Conduct an orchestra or band | _____ | _____ | _____ |

| | L | ? | D |
|---|---|---|---|
| GROUP C | | | |
| 11. Write short stories or books | ____ | ____ | ____ |
| 12. Write articles to influence people's opinion | ____ | ____ | ____ |
| 13. Report events | ____ | ____ | ____ |
| 14. Report activities | ____ | ____ | ____ |
| 15. Edit or rewrite news items | ____ | ____ | ____ |
| 16. Write TV and radio scripts | ____ | ____ | ____ |
| GROUP D | | | |
| 17. Act in a play | ____ | ____ | ____ |
| 18. Dance classical or interpretative dances | ____ | ____ | ____ |
| 19. Comment on news for radio and TV | ____ | ____ | ____ |
| 20. Announce radio and TV programs | ____ | ____ | ____ |
| 21. Play professional baseball or other sports | ____ | ____ | ____ |
| GROUP E | | | |
| 22. Instruct classes of students | ____ | ____ | ____ |
| 23. Show others how to play new sports or games | ____ | ____ | ____ |
| 24. Select and catalog books and periodicals | ____ | ____ | ____ |
| GROUP F | | | |
| 25. Collect and analyze information about community problems | ____ | ____ | ____ |
| 26. Advise people about their personal problems | ____ | ____ | ____ |
| 27. Interview and counsel people about jobs or schooling | ____ | ____ | ____ |
| 28. Conduct public opinion surveys | | | |
| 29. Conduct studies on economic problems | ____ | ____ | ____ |
| GROUP G | | | |
| 30. Direct traffic | ____ | ____ | ____ |
| 31. Enforce state and national laws | ____ | ____ | ____ |
| 32. Direct fire fighting and prevention in factory | ____ | ____ | ____ |
| 33. Inspect machines and working conditions to prevent accidents. | ____ | ____ | ____ |

| GROUP H | L | ? | D |
|---|---|---|---|
| 34. Perform nursing duties in hospital or home | _____ | _____ | _____ |
| 35. Make chemical or laboratory tests | _____ | _____ | _____ |
| 36. Treat animals for injury or disease | _____ | _____ | _____ |
| 37. Prepare medicines according to prescription | _____ | _____ | _____ |
| 38. Conduct experiments in properties of metals or other materials | _____ | _____ | _____ |
| 39. Do medical x-ray work | _____ | _____ | _____ |
| 40. Plan menus for hospitals, schools or hotels | _____ | _____ | _____ |
| **GROUP I** | | | |
| 41. Prepare financial statements for a company | _____ | _____ | _____ |
| 42. Assist clients in obtaining legal rights | _____ | _____ | _____ |
| 43. Purchase supplies for large firm | _____ | _____ | _____ |
| **GROUP J** | | | |
| 44. Patrol forest lands | _____ | _____ | _____ |
| 45. Observe and report weather conditions | _____ | _____ | _____ |
| 46. Explore and chart earth's crust to locate gas and oil deposits | _____ | _____ | _____ |
| **GROUP K** | | | |
| 47. Plan and design roads and bridges | _____ | _____ | _____ |
| 48. Design tools, machines and electric equipment | _____ | _____ | _____ |
| 49. Pilot an airplane for a commercial line | _____ | _____ | _____ |
| 50. Work out high-speed computer problems using mathematics | _____ | _____ | _____ |
| 51. Lay out machinery and plan flow of work in a factory | _____ | _____ | _____ |
| 52. Observe and plot light flashes on radar scope to report air traffic | _____ | _____ | _____ |

| | L | ? | D |
|---|---|---|---|
| 53. Draft plans for tools or machines | _____ | _____ | _____ |
| 54. Make detailed drawings from specifications for buildings | _____ | _____ | _____ |
| 55. Survey land to determine its measurements and contour | _____ | _____ | _____ |
| **GROUP M** | | | |
| 56. Direct a crew of workmen | _____ | _____ | _____ |
| 57. Supervise clerical staff in an office | _____ | _____ | _____ |
| 58. Organize and direct operations of a factory | _____ | _____ | _____ |
| 59. Supervise a group of salesmen | _____ | _____ | _____ |
| **GROUP N** | | | |
| 60. Operate office machines such as adding or calculating machines | _____ | _____ | _____ |
| 61. Check bills for errors | _____ | _____ | _____ |
| 62. Figure commissions and expenses | _____ | _____ | _____ |
| **GROUP O** | | | |
| 63. Make change and cash checks | _____ | _____ | _____ |
| 64. Keep a set of books for a business concern | _____ | _____ | _____ |
| 65. Type letters and reports | _____ | _____ | _____ |
| 66. Take dictation in shorthand | _____ | _____ | _____ |
| 67. Keep inventory of material and equipment | _____ | _____ | _____ |
| **GROUP P** | | | |
| 68. Operate a mimeograph machine | _____ | _____ | _____ |
| 69. File reports alphabetically | _____ | _____ | _____ |
| 70. Sort and deliver letters | _____ | _____ | _____ |

| GROUP Q | L | ? | D |
|---|---|---|---|
| 71. Operate a telephone switchboard | ____ | ____ | ____ |
| 72. Make appointments and answer telephone | ____ | ____ | ____ |
| 73. Make collection from customers | ____ | ____ | ____ |
| 74. Direct customers to proper departments in store | ____ | ____ | ____ |
| 75. Talk to customers about complaints | ____ | ____ | ____ |
| **GROUP R** | | | |
| 76. Sell furniture in a store | ____ | ____ | ____ |
| 77. Sell insurance or real estate | ____ | ____ | ____ |
| 78. Sell building and construction equipment | ____ | ____ | ____ |
| 79. Demonstrate cosmetics for sale | ____ | ____ | ____ |
| 80. Canvass homes to demonstrate and sell products | ____ | ____ | ____ |
| 81. Contact buyer for supermarket to get order for merchandise | ____ | ____ | ____ |
| **GROUP S** | | | |
| 82. Sell tickets and make change at theater | ____ | ____ | ____ |
| 83. Deliver products over an established route | ____ | ____ | ____ |
| 84. Sell merchandise in a variety store | ____ | ____ | ____ |
| 85. Conduct tours and act as a guide | ____ | ____ | ____ |
| 86. Sell gas and oil at a service station | ____ | ____ | ____ |
| **GROUP T** | | | |
| 87. Interview persons to get census information | ____ | ____ | ____ |
| 88. Question motorists to get information for highway planning commission | ____ | ____ | ____ |
| 89. Model clothing for customers | ____ | ____ | ____ |

| GROUP U | L | ? | D |
|---|---|---|---|
| 90. Cook in a restaurant | ____ | ____ | ____ |
| 91. Plan and prepare meals in a private home | ____ | ____ | ____ |
| 92. Bake cakes, cookies and other pastries for customers | ____ | ____ | ____ |
| 93. Order food supplies for hotel | ____ | ____ | ____ |
| **GROUP V** | | | |
| 94. Take charge of playroom for children | ____ | ____ | ____ |
| 95. Organize games and read to small children | ____ | ____ | ____ |
| 96. Take care of and feed infants in a nursery | ____ | ____ | ____ |
| **GROUP W** | | | |
| 97. Set tables and serve food and drinks | ____ | ____ | ____ |
| 98. Give shampoos, manicures and facials | ____ | ____ | ____ |
| 99. Direct patrons to tables in restaurant | ____ | ____ | ____ |
| 100. Give service to airline passengers during flight | ____ | ____ | ____ |
| 101. Operate passenger elevator | ____ | ____ | ____ |
| **GROUP X** | | | |
| 102. Plant, cultivate and harvest crops | ____ | ____ | ____ |
| 103. Raise and care for cattle, hogs, horses and chickens | ____ | ____ | ____ |
| 104. Cultivate vegetables for market | ____ | ____ | ____ |
| 105. Plant and care for flowers, lawns and shrubbery | ____ | ____ | ____ |
| **GROUP Y** | | | |
| 106. Catch large quantities of fish and market them | ____ | ____ | ____ |
| 107. Work aboard tugboats, barges and river boats | ____ | ____ | ____ |
| 108. Operate a fish hatchery | ____ | ____ | ____ |

| GROUP Z | | L | ? | D |
|---|---|---|---|---|
| 112. | Construct and repair metal machines, parts and tools | | | |
| 113. | Work with drills and lathes to cut and shape metal | | | |
| 114. | Grind lenses for cameras and microscopes | | | |
| 115. | Operate machines to saw and shape wood | | | |
| GROUP AA | | | | |
| 116. | Oil, adjust and repair machinery | | | |
| 117. | Repair and overhaul automobile engines | | | |
| 118. | Repair typewriters, calculators and adding machines | | | |
| GROUP BB | | | | |
| 119. | Operate textile looms or hosiery-knitting machines | | | |
| 120. | Operate printing press | | | |
| 121. | Drive a trailer truck or bus | | | |
| 122. | Operate cranes and power shovels to move materials | | | |
| GROUP CC | | | | |
| 123. | Build and test electronic equipment | | | |
| 124. | Install and repair telephone switchboards | | | |
| 125. | Repair radio and TV sets | | | |
| GROUP DD | | | | |
| 126. | Paint or do paperhanging in houses or buildings | | | |
| 127. | Fix drains and faucets | | | |
| 128. | Lay bricks to construct walls and chimneys | | | |
| 129. | Build frame houses and other wood structures | | | |

| GROUP EE | L | ? | D |
|---|---|---|---|
| 130. Assemble and repair watches or cameras | _____ | _____ | _____ |
| 131. Cut, sew, and fit cloth, leather, or fur articles | _____ | _____ | _____ |
| 132. Make or repair furniture or cabinets | _____ | _____ | _____ |
| 133. Cut and shape glass or stone for jewelry and other small articles | _____ | _____ | _____ |
| 134. Use precision measuring instruments to inspect products for flaws | _____ | _____ | _____ |
| **GROUP FF** | | | |
| 135. Letter or stencil posters and signs | _____ | _____ | _____ |
| 136. Set type by hand for printing | _____ | _____ | _____ |
| 137. Operate machines to set type | _____ | _____ | _____ |
| 138. Develop and print pictures | _____ | _____ | _____ |
| **GROUP GG** | | | |
| 139. Make bread, cakes, and other bakery products | _____ | _____ | _____ |
| 140. Operate furnaces or ovens to heat or melt metals | _____ | _____ | _____ |
| 141. Pour or dip hot metals into molds | _____ | _____ | _____ |
| 142. Mix solutions for plastic materials | _____ | _____ | _____ |
| **GROUP HH** | | | |
| 143. Guard property against fire, theft or damage | _____ | _____ | _____ |
| 144. Store explosives | _____ | _____ | _____ |
| 145. Check people entering factory gate and direct to proper entrance | _____ | _____ | _____ |
| **GROUP II** | | | |
| 146. Inspect and test quality of articles by taste, sight or hearing | _____ | _____ | _____ |
| 147. Inspect articles by use of simple measuring devices | _____ | _____ | _____ |
| 148. Sort articles by size and color | _____ | _____ | _____ |

| GROUP JJ | | L | | D |
|---|---|---|---|---|
| 149. | Lift and move objects with small crane on electric truck | _____ | _____ | _____ |
| 150. | Operate automatic metal working machines | _____ | _____ | _____ |
| 151. | Operate machine to fill bottles, jars or cans with liquids | _____ | _____ | _____ |
| GROUP KK | | | | |
| 152. | Tend machines which mix or cook foods or drugs | _____ | _____ | _____ |
| 153. | Operate equipment to refine petroleum products | _____ | _____ | _____ |
| 154. | Operate a concrete mixer | _____ | _____ | _____ |
| GROUP LL | | | | |
| 155. | Weld metal parts together using automatic welding machine | _____ | _____ | _____ |
| 156. | Drill with a jackhammer in ore or rock | _____ | _____ | _____ |
| 157. | Straighten bent fenders and auto bodies | _____ | _____ | _____ |
| GROUP MM | | | | |
| 158. | Operate power sewing machine to make clothing | _____ | _____ | _____ |
| 159. | Pack fruit or vegetables for market | _____ | _____ | _____ |
| 160. | Assemble metal parts with handtools | _____ | _____ | _____ |
| 161. | Wind electrical coils and armatures | _____ | _____ | _____ |
| GROUP NN | | | | |
| 162. | Feed metal stock into machine to cut or shape metal products | _____ | _____ | _____ |
| 163. | Tend sawing or boring woodworking machines | _____ | _____ | _____ |
| 164. | Polish marble or granite by machine | _____ | _____ | _____ |
| 165. | Use machines to press, stretch or pleat fabrics | _____ | _____ | _____ |

| GROUP OO | L | ? | D |
|---|---|---|---|
| 166. Mix paints according to formulas | _____ | _____ | _____ |
| 167. Tend tanks to dye or bleach leather | _____ | _____ | _____ |
| 168. Polish marble or granite by machine | _____ | _____ | _____ |
| 169. Use machines to press, stretch or pleat fabrics | _____ | _____ | _____ |
| GROUP PP | | | |
| 170. Mix paints according to formulas | _____ | _____ | _____ |
| 171. Tend tanks to dye or bleach leather | _____ | _____ | _____ |
| 172. Operate equipment making or treating paper | _____ | _____ | _____ |
| GROUP QQ | | | |
| 173. Deliver telegrams by bicycle | _____ | _____ | _____ |
| 174. Clean and polish shoes | _____ | _____ | _____ |
| 175. Distribute printed advertising to homes | _____ | _____ | _____ |
| GROUP RR | | | |
| 176. Wash dishes and silverware by machine | _____ | _____ | _____ |
| 177. Stack bundles of wheat, oats and barley | _____ | _____ | _____ |
| 178. Carry and set stakes in a surveying crew | _____ | _____ | _____ |

NOW--GO BACK AND MAKE TWO CHECK MARKS FOR THREE ACTIVITIES THAT YOU WOULD LIKE TO DO THE MOST!

CAREER INFORMATION
HANDOUT #6

There is much you can do about improving personality traits. Each of us has a certain capacity to improve our behavior.

Consider where you stand in a group of fifty or more students of your own age or grade level from low to high. Place a check mark under the word that best describes how you rate yourself. Think carefully before you answer. Remember, you are trying to identify your strengths and weaknesses.

| | High | Average | Low |
|---|---|---|---|
| 1. Personal Appearance | | | |
| a. Are my clothes neat, clean and in suitable taste? | ____ | ____ | ____ |
| b. Do I devote reasonable attention to my personal appearance? | ____ | ____ | ____ |
| 2. Manners | | | |
| a. Do I know and practice the usual and customary little acts of every day courtesy & politeness? | ____ | ____ | ____ |
| b. Have I a "quick on the trigger" smile - cheerful, friendly, infectious? | ____ | ____ | ____ |
| 3. Mannerisms | | | |
| a. Have I any peculiar, eccentric or affected mannerisms which offend or look odd to others? | ____ | ____ | ____ |
| b. Have I any unconscious nervous habits of a handicapping nature; such as fussing with my hair, smoothing my clothes, adjusting my tie, biting my finger nails, ghost whistling through my teeth, popping my gum, tap dancing with my fingers, foot-drumming when I am sitting? | ____ | ____ | ____ |
| 4. Tactfulness | | | |
| a. Am I courteous, thoughtful and considerate of others? | ____ | ____ | ____ |
| b. Am I careful not to laugh, talk about or show notice of people's physical deformities, speech or clothing peculiarities? | ____ | ____ | ____ |
| 5. Cooperation | | | |
| a. Have I the ability to get along with people? | ____ | ____ | ____ |
| b. Have I a pleasant, congenial disposition? | ____ | ____ | ____ |
| c. Am I emotionally thin-skinned with feelings too easily hurt? | ____ | ____ | ____ |
| d. Have I the power and also the willingness to cooperate? | ____ | ____ | ____ |

| | High | Average | Low |
|---|---|---|---|
| e. Are my attitudes favorable for constructive leadership. | ___ | ___ | ___ |
| 6. Speech | | | |
| a. Do I speak clearly and in an agreeable tone of voice? | ___ | ___ | ___ |
| b. Have I sufficient command of language to be normally fluent? | ___ | ___ | ___ |
| c. Do I talk in a sincere and convincing manner? | ___ | ___ | ___ |
| 7. Thinking | | | |
| a. Have I a hopeful attitude on life? | ___ | ___ | ___ |
| b. Am I ambitious, with a settled determination to succeed? | ___ | ___ | ___ |
| c. Have I the mental habit of enthusiasm? | ___ | ___ | ___ |
| d. Do I use common sense? | ___ | ___ | ___ |
| e. Do I adjust readily to new situations? | ___ | ___ | ___ |
| 8. Time | | | |
| a. Do I understand and appreciate the value of time? | ___ | ___ | ___ |
| b. Do I plan the use of my time to get the utmost out of it? | ___ | ___ | ___ |
| 9. Action | | | |
| a. Am I a self-starter? | ___ | ___ | ___ |
| b. Do I need to be pushed into action? | ___ | ___ | ___ |
| c. When I get going, do I have "stick-to-it-tive-ness?" | ___ | ___ | ___ |
| d. Can I take it on the chin and keep trying when trying seems hopeless but the only way? | ___ | ___ | ___ |
| e. Am I honestly trying to improve myself? | ___ | ___ | ___ |

CAREER INFORMATION SELF-EVALUATION

Besides obtaining information about careers, occupations, and jobs and the training they require, you need to consider yourself before you can make a decision as to what kind of a career you should choose. It is very important to UNDERSTAND YOURSELF as well as possible. How can you? The answers to two questions would be most helpful--

What do I need to know about myself?
How do I find out?

Consider the following six areas:

1. Your achievements or accomplishments
2. Your interests
3. Your aptitudes
4. Your personality
5. Your values
6. Your physical assets or limitations

Appraise yourself in terms of these personal characteristics. Here are three ways.

1. Experience. The following checklist is for your use in evaluating yourself. It is not a test, neither is it complete; but it does provide a way for you to get before yourself on one page some of your own ideas about yourself.

2. Other people's observation of you. Your parents, your classmates, your teachers, others can be very helpful in sharing their appraisal of you. They may evaluate the record you have made. They may also tell you what reaction they have to you as a person. Perhaps you will want to show them your completed checklist.

3. Vocational tests or inventories. To supplement your school records and to provide another basis for evaluating personal characteristics, there are various kinds of tests or inventories you can take. Ask your counselor or instructor about them. You may wish to compare your appraisal of yourself on the checklist with other information.

MY ACHIEVEMENTS

| How well have I done in: | Very Well | Well | Fair | No Exp. | Very Well | Well | Fair | No Exp. |
|---|---|---|---|---|---|---|---|---|
| English & Language | | | | Student Government | | | | |
| Social Studies | | | | Name other activities | | | | |
| Science | | | | | | | | |
| Mathematics | | | | Mechanical work | | | | |
| Music, art & literature | | | | Office jobs<br>Selling jobs | | | | |
| Sports | | | | Manual labor | | | | |

## MY INTERESTS

| How well do I like: | Very Much | Some | Very Little | No Basis | Very Much | Some | Very Little | No Basis |
|---|---|---|---|---|---|---|---|---|
| Science | | | | Serving People | | | | |
| Mathematics | | | | Persuading People | | | | |
| Music, art & literature | | | | Planning and organizing | | | | |

## MY APTITUDES

| How good am I at: | Very Good | Good | Fair | No Exp. | Very Good | Good | Fair | No Exp. |
|---|---|---|---|---|---|---|---|---|
| Forming mental pictures | | | | Reading and writing | | | | |
| Sizing up a situation quickly | | | | Solving problems by reasoning | | | | |
| Using figures & symbols | | | | Speed & accuracy in assembling | | | | |
| Speaking before groups | | | | Drawing and painting | | | | |

## MY PERSONALITY

| I believe that I am: | Yes | No | | Yes | No |
|---|---|---|---|---|---|
| Well liked by most people | | | One who treats others so their feelings are not hurt | | |
| Regarded as a "sales" type | | | | | |
| Able to accept criticism and benefit by it | | | Bothered by fears that I won't succeed | | |
| Able to tackle tough problems and succeed | | | One who does things well & promptly even if I don't like to do them | | |

## MY VALUES

| How important to me is: | Very | Some | Little | I don't know | | Very | Some | Little | I don't know |
|---|---|---|---|---|---|---|---|---|---|
| Money | | | | | Holding Office | | | | |
| Security | | | | | Personal appearance | | | | |
| Home Life | | | | | | | | | |
| Service to others | | | | | Maintaining standards or personal conduct | | | | |

## CAREER WORLD WORD HUNT

See if you can circle all 21 occupations spelled out in the box. The words run from left to right, from right to left, from top to bottom, from bottom to top, and diagonally. Use this list to keep track of the words you have found. Answers can be obtained from your teacher.

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | R | G | W | R | L | I | B | R | A | R | I | A | N | E | N | M | B | T |
| baker | I | E | O | R | E | D | F | H | E | N | C | I | E | U | E | D | B | E | E |
| barber | | | | | | | | | | | | | | | | | | | |
| carpenter | N | B | C | K | B | F | H | R | D | O | C | T | O | R | R | A | A | G | C |
| clerk | | | | | | | | | | | | | | | | | | | |
| disc jockey | I | M | N | H | R | G | D | H | K | P | L | T | S | S | L | C | K | N | H |
| doctor | | | | | | | | | | | | | | | | | | | |
| farmer | S | U | T | G | A | S | F | P | K | H | E | C | D | E | H | V | E | C | N |
| librarian | | | | | | | | | | | | | | | | | | | |
| mechanic | T | L | S | V | B | N | J | S | T | G | R | D | F | E | V | J | R | D | I |
| minister | | | | | | | | | | | | | | | | | | | |
| nurse | E | P | I | J | K | H | I | Y | P | S | K | B | R | G | N | M | F | N | C |
| optometrist | | | | | | | | | | | | | | | | | | | |
| orthodontist | R | E | T | U | I | O | R | C | N | M | I | B | G | H | J | I | C | A | I |
| photographer | | | | | | | | | | | | | | | | | | | |
| physician | N | P | N | O | Q | O | R | H | S | T | N | R | B | V | F | F | A | I | A |
| plumber | | | | | | | | | | | | | | | | | | | |
| psychologist | A | Z | O | X | T | C | V | O | B | N | M | A | T | S | A | D | R | C | N |
| salesman | | | | | | | | | | | | | | | | | | | |
| teacher | M | F | D | C | Z | O | O | L | O | G | I | S | T | E | R | G | P | I | H |
| technician | | | | | | | | | | | | | | | | | | | |
| zoologist | S | J | O | K | L | Q | W | O | E | R | T | Y | U | I | M | O | E | S | P |
| | E | Z | H | X | C | V | B | G | N | M | A | S | D | F | E | O | N | Y | G |
| | L | H | T | J | K | L | Q | I | W | E | R | T | Y | U | R | I | T | H | O |
| | A | P | R | C | V | D | I | S | C | J | O | C | K | E | Y | B | E | P | M |
| | S | B | O | M | P | H | O | T | O | G | R | A | P | H | E | R | R | N | O |

Subject Area(s) Career Information

Unit(s) The World of Work

Objective(s): Students will know major areas and general requirements of each as evidenced by test results; review interview sheets to see what information they obtained; check information for throughness.

| Procedure: | Resources and Materials: |
|---|---|
| Read handout on "occupational groups." Gives information on duties, educational requirements and average earnings. | Example follows |
| View the filmstrip, "Job Families." | SRA Kit A7788 |
| View film, "World of Work." | Counselor Films, Inc. |
| Students are to interview two persons in an occupational area that interests them. | |
| Individualized work--research everything you can about at least one occupation. | Occupational Outlook Handbook, Free Information Encyclopedia of Vocations and Careers, SRA, Occupational Briefs |
| Fill out the occupational survey form and "What Do You Want From Your First Job." | Example follows |
| Students are to view any videotapes available and also read one of the Popeye books. | King Features |
| View brief information about a variety of careers. | 3M Company (slides and records combination) |
| Unscramble job titles. | Example follows |
| Fill out another puzzle. | Puzzles--taken from Career World Magazine |
| Guest speakers on various occupations--find out about requirements in each area. | Videotape and catalog these in the library for future use. |

Evaluation: Individual projects.

Comments on use:

CAREER INFORMATION OCCUPATIONAL GROUPS

I. Professional and Technical Occupations
Managers and Proprietors
II. Clerical
III. Public Contact and Sales Occupations
IV. Service Occupations
V. Agricultural, Marine and Forestry Occupations
VI. Laborers, Mechanical and Manual Operations
Semi-skilled Workers, Unskilled Workers

I. Professional, Technical, Managerial Occupations

A. Professional: Require high degree of mental activity and are concerned with complex fields of work. Require extensive and comprehensive academic preparation or the equivalent in experience or a combination of training and experience. Many require a college degree plus advanced training in a professional school. Licenses are required to practice in some professions, (medicine and architecture are examples). Responsibility to society is extremely high. This group accounts for 2/3 of all workers with a college education. Must have high level of intelligence to succeed. Must meet high standards. Employment outlook is excellent for the 70's. Examples would be engineers, lawyers, physicians, teachers, clergymen, nurses, musicians, social workers.

B. Technical: Less demanding in level of training required and the complexity of work performed. Do require rather extensive education and experience. Do not require as much initiative or judgment as the professions. Many are assistants to professionals in the scientific and technical fields. Deals with technical and mechanical details and not so much with theory. Very favorable employment opportunities. Some examples: draftsmen, lab technicians, morticians, photographers, sports instructors, designers, teachers' aides, engineering aides, etc.

C. Concerned primarily with policy making and planning, supervising, coordinating, or guiding the work of others. Executive jobs require a high level of intelligence and considerable experience but do not necessarily require college or technical training. There are three levels of managers:

1. Top-level managers - need to make major decisions (ex: presidents, vice-presidents and members of board of directors) Earnings $45,000 to $200,000 per year.
2. Middle level - have top posts in large and important departments such as sales, accounting, research, development, etc. Earnings, $10,000 to $150,000.
3. Entry-level: Supervisory or trainee. Supervisors direct workers in sales production and accounting activities. Trainees are assigned to assist managers. They may be placed in several jobs to learn various phases of the business. With college degree, earnings $7,500 to $10,000 year. Examples: department manager, production manager, retail food manager, etc.

In general persons are responsible for various degrees of policy making, planning, supervising, coordinating and guiding work of others. Good judgment

and the ability to handle people are important. May work your way up or may require college. Most promotions go to persons with a college degree. Expect 22.2% growth (or moderate growth) in the 70's.

II. Clerical Occupations: Concerned with preparation, transcribing, transferring, systematizing, or preserving of written communications and records in offices, shops and other places of work. Includes general office work and operating office machines.

A. Computing: Involves accurate calculations, by arithmetic, higher math, or complicated tables. Example: accounting clerk, audit clerk, payroll clerk, teller.

B. Recording: Involves keeping of records requiring accurate entering, transcribing, or checking of words or figures. May involve only routine checking and recording. Examples: bookkeeping, machine operator, cashier, posting clerk, stenographer, stock clerk, typist.

C. General Clerical Work: Gathers, classifies, or sorts letters, reports forms, and similar records. Includes workers who adjust, set up and operate mechanical office equipment. May involve only routing tasks such as filing, sorting, or delivering clerical material. Examples: dispatcher, envelope-sealing-machine-operator, file clerk, map file clerk, messenger. Except for the most routine jobs, most require graduation from high school. Preference is given to students who have taken business courses. Often clerical aptitude tests are given to job applicants. Many types of work require certain abilities such as reading comprehension, knowledge of spelling, grammar and arithmetic. Earnings range from $70 per week for file clerks to $160 per week for skilled secretaries. Difference in pay is considerable from one place to another, even though the job is the same. Employment is expected to increase 35.1% for the 70's. Many new jobs.

III. Public Contact and Sales Occupations: Deal with public to make sales, demonstrate merchandise, supply information, adjust complaints, make collections. Sales occupations are concerned with the sale of commodities, investments, insurance, real estate and service. Also includes occupations related to selling but that do not involve actual selling. Travel may be required.

A. Public Contact: Involves a variety of clerical tasks, most significant is dealing with people in situations that are not specifically spelling. May require a considerable amount of independent judgment or they may require only casual contact. Example: census taker, receptionist, traffic checker.

B. Selling: Deals with people and primarily tries to sell them a product or a service. Contacts may be made in a business establishment or outside, in person or by phone. Example: Buyer, demonstrator, sales manager, manufacturer's agent, public relations man, purchasing agent, sales clerk, routeman, etc. Qualifications are facility with words, ability to become familiar with the objects, materials or services involved; numerical facility, diplomacy and tact in dealing with people, and powers of persuasion. Expect 29.1% growth in 1970's.

IV. Service Occupations: Concerned with serving or attending to the personal tastes, needs or wishes of others (do not include simple cleaning tasks)

A. Cooking and Food Serving: Plan and prepare meals in a private home or in an establishment serving large numbers of people, or the serving of food and drinks. Example: cook, short order cook, soda dispenser, hospital waiter.

B. Child Care: Involves care, amusement and proper development of children. Examples: Nursemaid, kindergarten

C. Adult Care and Personal Service: Care of or services to the physical or social needs of others. May involve attending to the needs of others as regards their clothing, luggage, or cleanliness of their surroundings. Example: airline hostess, doormen, escort, nurse aide.

D. Customer Service: Involves taking care of customer's expressed requests for service or information. Example: checkroom man, establishment guide, service desk clerk, ticket taker.

1. Dometic Service: maids, gardeners, housekeepers
2. Personal Service: cooks, waitresses, beauticians, practical nurses
3. Building Service: janitors, elevator operators
4. Protective Service: firemen, policemen

These jobs have a variety of duties: Protect and guard property and people, clean buildings, cook, assistant health workers, improve appearance of individuals. Personal factors and desire to give service are essential. Includes the jobs mentioned above and also barbers, cosmetologists, guards, models, etc. Educational requirements differ greatly among these occupations. F.B.I. agents need a college degree. Barbers and beauty operators need specialised vocational training. Other occupations have no specific educational requirements. Growth is expected to reach 39.6% increase. Major increases are expected for protective services, attendants in hospitals, beauticians and cooks.

V. Agricultural, Marine and Forestry Occupations:

A. Agricultural: Involves planting, raising and harvesting crops, breeding, and caring for livestock. Example: cowpuncher, dairyman, nurserymen, truck farmer, hog raiser, etc. *further information after "C"

B. Marine: Involves handling boats for hunting fish, navigation work, or breeding, catching or gathering fish and other forms of marine life. Examples: seal hunter, ship pilot, fish-culturist assistant.

C. Forestry: Involves hunting and trapping of forest animals, or the cultivation and preservation to forests; or the extraction of forest products. Examples: fire outlook, trapper, etc.

The number of opportunities in farming is declining steadily but there is a continuing need for young people with a farm background and specialized training. College training in agriculture and in agriculture business management is of great value to the modern farmer. Employment is expected to increase only slightly. Occupations related to agriculture are: extension service agents, soil scientists, soil conservationists, veterinarians, etc.

VI. Mechanical and Manual Operations:

A. Skilled Trades and Crafts: Require extensive knowledge of processes, the exercise of considerable independent judgment, and usually a high degree of manual dexterity. Usually entrance is by apprenticeship or after extensive training. Employment is expected to rise modestly. Mechanics, repairmen and construction areas are expected to see the most rapid increase. Persons with math and science background and thorough job training will get most advances. Examples: building trades, mechanics and repairmen, machine-shop crafts, foremen, printing crafts. General areas are: machining, repairing, bench work, structural work, machine operating, processing, graphic art work, inspecting, testing.

B. Semiskilled: Fairly routine and repetitive, requires only a brief period of training. Vigilance and alertness are more important than the workers judgment or dexterity. Performance of a part of a craft or skilled occupation may be required to a limited extent. On-the-job training may enable them to become skilled workers at some time. Jobs are expected to increase slowly.

C. Unskilled: May be learned in a short time. Involves performing simple duties which do not require any training or previous experience other than a general familiarity with the industry or industrial operation concerned. High school graduation is an asset for anyone wishing to improve his status. Not much change in employment rate in this area.

Skilled earnings approximately $8,791; semiskilled approximately $7,345 per year; unskilled $6,082 per year.

Good area for young persons who do not expect to go to college. This area offers more job security and better promotion than for most workers with this level of skill.

CAREER INFORMATION

JOB ANALYSIS OUTLINE

Student _____

Teacher _____

1. Job title _____

2. What are the specific duties you will be expected to perform if employed in this job?

3. What are the working conditions of this job?
   a. location in U.S.A.
   b. indoor or outdoor
   c. physical, mental or combination
   d. others

4. How much education or training does this job require? Where can this training be acquired?

5. What skills or abilities does this job require? (typing, etc.)

6. What are the physical, emotional, or intellectual requirements for this job?

7. What are the possibilities for advancement?

8. How long could one expect to work in this occupation? Is it seasonal?

9. What do you anticipate the salary range to be in this occupation? $_____ What other benefits can you expect besides money?

10. Is there any other information that would be helpful to know for someone considering this job?

11. List some related jobs.

12. List sources of your information.

WHY DO PEOPLE WORK?
(Interview Guide)

Position held by person being interviewed _____

1. As you see it, what are the main reasons why you work?

   A. _____

   B. _____

   C. _____

   D. _____

2. Generally speaking, do you like your job? Yes _____ No _____
   Why?

3. Do you believe that most of your fellow workers enjoy their work?
   Why? Yes _____ No _____

4. What do you think about students making tentative career plans while still in school?

5. Do you think it would be fun not to work at all? Yes _____ No _____
   Why?

## WHAT DO YOU WANT FROM YOUR FIRST JOB?

Assume that you have graduated from high school and that you want full-time employment. In the following spaces, indicate what you will look for and what you can realistically expect from your first job.

_____
Applicant's Name

A. Income Benefits:

1. Financial income:

2. Fringe benefits:

3. Promotion opportunities:

B. Working Conditions:

1. Location:

2. Working hours:

3. Associations with others:

4. Travel:

C. Nature of Work:

1. Areas of work:

2. Abilities used:

3. Interests and work values involved:

CAREER INFORMATION
HANDOUT #5

See if you can unscramble the letters in the job titles below:

1. isatrt
2. arkbe
3. reprteena
4. xiat evrrdi
5. neeneigr
6. hoifasn ieesdgrn
7. adgur
8. sojtuirlan
9. abaiilrnr
10. adim
11. etma trutce
12. sreun
13. caorperhgne
14. oiclovenpan
15. rtroerpe
16. sttescini
17. ecrsratye
18. aoirti
19. erctahe
20. reuhs

## CAREER INFORMATION

Complete each sentence below with the word that fills the blanks. Then, matching the numbers beneath each space, write the letters in the blanks at the bottom. When all the blanks are filled, you will have a wise saying for the career-minded student, written by Benjamin Franklin in 1734.

A. All doctors must go through a period of _ _ _ _ _ _ _ _ _ _.
9 40 19 26 32 15 30 1 23 13

B. An _ _ _ _ _ _ spends years developing his literary skills.
36 12 3 4 34 42

C. To be an English teacher you must know your _ _ _ _ _ from your verbs.
25 17 31 21 11

D. If you're good with a loom, you can be a 7 28 5 27 41 18.

E. A violinist _ _ _ _ _ his instrument before he plays.
10 20 39 22 24

F. A nurse's _ _ _ _ helps her perform her duties.
8 38 37 33

G. Good employees put _ _ _ _ _ _ into their work.
2 16 35 14 29 6

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

16 17 18 19 20 21 22 23 24 25 26 27 28 29

30 31 32 33 34 35 36 37 38 39 40 41 42.

CAREER INFORMATION

EXAM

Name _____

T F 1. In applying for a job, you will be talking with employers who are shopping for the person who will best fill their needs.

T F 2. Among other things, an employer is interested in how you look and behave.

T F 3. Application forms should be filled out in pencil because it is easier to correct a mistake.

T F 4. If there are questions on the application form which do not apply to you, you should simply skip them.

T F 5. In answer to the question on the kind of job you would like, it is a good idea to write "anything."

T F 6. Usually, you have your choice of filling out an application form or writing a letter of application.

T F 7. Telling an employer how badly you need a job will usually convince him to hire you.

T F 8. The first sentence of a letter of application should tell where or from whom you learned about the job.

T F 9. If you have no work experience, it is best not to mention it in a letter of application.

T F 10. The last paragraph of a letter of application can serve as a basis for a personal interview.

T F 11. Interviews are usually given to everyone who writes a letter of application.

T F 12. One well-written letter of application can serve as a basis for letters of application for other jobs.

T F 13. Personal data sheets are often mailed with the letter of application.

T F 14. When you go for an interview, it is considered good practice to take a friend who knows you well to sit in on the interview.

T F 15. It is best to arrive for an interview about 20 minutes ahead of time.

T F 16. If you must introduce yourself to the interviewer, you should extend your hand first for a handshake.

T F 17. If the interviewer does not ask you to sit, you should stand during the interview.

T F 18. During the interview, your eyes should meet the interviewer's eyes regularly.

T F 19. If you are asked what salary you expect, you should mention an amount that someone you know earns for similar work.

T F 20. You should show that you are interested in the company by asking several questions about its products, service, etc.

---

Choose one of the ads typed below - then, using ALL THE RULES given in class- write an acceptable letter of application using the back of this paper. Remember to include city, state and zip code in your address.

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BOOKKEEPER Assistant hand posting through trial balance. $2.25 hour. Box B-309, Post Dispatch

Concrete Plant Operator: Free to travel. Experienced, hard worker quick thinker, good pay. Kelly Bros. 544 Clark, Kirkwood, MO 63122

Installers Experienced or will train. Windows, doors, awnings. Year round work. Must have late model truck and tools. Pacesetter Products, Inc. 1452 Ashby Rd. Overland, KS 66105

Computer-Programmer Opportunity for someone with no experience. Write Box E-385, Sedalia Democrat, Sedalia, MO 65301

Subject Area(s) Career Information and World of Work

Unit(s) Use of Occupational Information for the World of Work

Objective(s): Students will read materials to learn about interests and job categories; know the difference between a help-wanted ad and a situation wanted ad; be able to conduct an interview correctly; use terms on quiz.

| Procedure: | Resources and Materials: |
|---|---|
| View filmstrip, "What Goal Is School?" and "What Is a Job?" | SRA Kit, A7785· |
| Use discussion question and "Things To Do" at the end of SRA Junior Guidance. | SRA Junior Guidance Series Example follows |
| Read "The Job in Your Future." | Example follows |
| Set up a group to give a play on "Career Information." Discuss students who made good and poor career plans. | Example follows, taken from Salem or SUTDE Course |
| Small group work--make a list of all places you might go to seek information about available jobs. | |
| Discuss the advantages and disadvantages of each place. | |
| Bring a help-wanted ad to class that has been clipped from a newspaper. | Check a newspaper to see how they are written |
| Write a situations wanted-ad and ask for something you would like to do. | |
| Write a letter of application (using correct form) and answer the ad you brought. | Example follows<br>Chapter 3, World of Work, Kimbrell, example follows<br>Taken from Salem or SUTDE Course |

Evaluation:

Comments on use:

Subject Area(s) Career Information and World of Work
Unit(s) Use of Occupational Information for the World of Work, p. 2

Objective(s):

| Procedure: | Resources and Materials: |
|---|---|
| Fill out a job application give rules for filling this out. | |
| Write out a job resume using information now available. Also fill out a personal data sheet. | |
| Read handout about the job interview. | |
| Small group discussions on job application handouts. Answer questions at the end. | Getting Jobs, Scott, Foresman, Spectea Program |
| Test--Write a letter of application and do the "Case Study in Job Application." | Example follows<br>Part of test from workbook for World of Work, Kimbrell |
| View filmstrip--2 parts "Paycheck Puzzle." | Guidance Associates |
| Give list of terms they are to know. | |
| Take a survey test on what they know about the "World of Work." | World of Work Unit<br>Example follows |
| Check papers and give correct answers. | Example follows |

Evaluation: Individual projects as handed in.

Comments on use:

## THE JOB IN YOUR FUTURE

Taken from the SRA Junior Guidance Series

### THERE'S A JOB IN YOUR FUTURE

It's natural to want things, although you don't always need what you want. As you grow up, the things you want begin to cost more. You are going to have to give some thought to how you can pay for these things. A job is the answer to your material needs. The salary you earn will buy at least some of them.

Besides your material needs--for things you can buy--you have other needs that a job can help satisfy. You have a need to be INDEPENDENT. You want to be able to take care of your own wants. You have a need for HAPPINESS. Getting a job that allows you to use your skills and abilities will help you attain this.

Everyone has his own interests and abilities. What brings satisfaction to one person may bore another.

Part-time jobs give you a chance to look behind the scenes. This can be very helpful to you if you are interested in a job that appeals to you because it seems glamorous. A look behind the scenes might be a little disappointing.

You can't always find out about jobs through part-time work. You usually don't have much choice when looking for after school or Saturday work. Looking into a particular job or field of work must often be done through reading.

You can expect a certain amount of satisfaction from your work, but you must also bring certain things to your job. You must, of course, MEET THE EDUCATIONAL REQUIREMENTS. Your ABILITIES AND INTERESTS MUST BE SUITED TO THE JOB. If you do not have the proper skills, you cannot do the job well. If you are not interested in it, you will be bored and unconcerned.

When you start a job, you must have patience. An employer wants to see how well you adjust before he invests time and money training you. You will not be given responsibility that you are not prepared for and your employer will have time to observe your work and will be more ready to consider you for promotion later.

Personality is very important. No matter how well you are qualified for a job, your chances of keeping it are not good if you are a personality problem. When you are hired for a job, you will have to work with other people. It is important to get along with all kinds of people. School is a good place to start. You don't have to like everyone in your class, but you should be able to get along with them. Your success in a job may depend on how well you get along with people.

Good work habits that you develop now will carry over into a job. If you keep up with your school work, get your homework in on time, accept extra assignments without complaining you will be setting a pattern that will benefit you in the future. If you have always tried to get your homework in on time, you will have the same attitude toward your job. You won't put things aside to be done tomorrow when they should be done today. You won't choose to do the easy things and leave the more difficult matters for someone else to handle.

There's a job in your future, and the happiness and satisfaction that it will bring will depend on what you bring to the job. If you are prepared to give your best, the chances are that you will be successful.

Your abilities are not always obvious to you or to others. You may have an ability that will not develop to any extent until you have had opportunity or experience. Some abilities will never become known, because you will not have a chance to develop them. Now is the time to seek out your abilities and interests. School is a good place to begin. An important thing to remember as you try out different abilities is that you won't have to be the BEST at any of them. Do your best, but don't feel that being less than first is something to be ashamed of. Don't be afraid to try something new because you might not be able to do it. There will be things you can't do, but there will be others you will do very well--things you never dreamed you could do.

As you decide what sort of work you want to do when you leave school, it is better to think in terms of a field of work rather than a specific job. Don't tie yourself down to specializing in one job. Get an all-round training in the area of that job.

Sometimes one is influenced by another person in his choice of occupational field or job. Someone you may think highly of may influence you to the degree that you want to follow their occupation. For example, you may admire your history teacher and decide to make history your major. Be sure you have an aptitude for history. If your interests and aptitudes (natural abilities) agree with those of the person you want to be like, there is an advantage in having a model. He can offer advice and warn you of difficulties involved.

There is a great variety of jobs available to you and fewer pressures to follow your father's trade or profession. Today a better education means a better job and also since people today are more mobile they sometimes move around more in search of a better job or better climate. For these reasons, jobs and careers change more often than they did a generation or two ago.

As you begin to investigate the world of work, you will find that jobs are classified as blue-collar, white-collar, farm, or service. A short explanation will help you to understand the divisions.

Blue-collar workers, also called manual workers, are craftsmen (skilled workers in the trades), operatives (people skilled in industrial work), and laborers.

White-collar workers are people in the professions (doctors, lawyers, clergymen), people in managerial jobs, office workers, and salesmen.

Service workers (policemen, firemen, waiters, waitresses, cooks, hospital attendants, and household help.

Farm workers are farmers and farm laborers.

Jobs are divided by the training or skill they require. These three categories are:

Skilled Jobs - an apprenticeship must be served. Include mechanics, repairmen, building trades, craftsmen, manufacturing workers, and foremen.

Semiskilled Jobs - performed by workers under the supervision of skilled workers. Some on-the-job training is given. Among semi-skilled workers are some machine tool operators and truck drivers.

Unskilled Jobs - Jobs for which no experience or training is required. They include construction laborers, floor sweepers, and package wrappers.

AUTOMATION: Automation is the use of machines designed to take over the work of human beings. It is used for the most part to do the monotonous, dull work that some unskilled or semiskilled laborer had done.

LOOK AHEAD!!! Now is the time to start giving thought to what you want to be and what job or career interests you. Someday you will be as old as your grandparents are now. How will you feel if you have not had a satisfying life. Strange as it may seem, what you decide to do in school now, in high school--and immediately afterward--will affect your later life. Now is the time to start thinking about a career and becoming aware of the preparation you will need for the job you might want.

KEEP AN OPEN MIND: Don't let yourself be tied down to one job to the exclusion of all others in the same field. Interests change, plans change. As you grow older, interests change because a widening circle of friends can expand your interests into fields you never thought of before.

THE TIME TO LAY THE GROUNDWORK FOR A SATISFYING JOB IS RIGHT NOW. Try not to think of school as something you have to get through. School is the first step in getting any job. It's the minor league of the job world. How you perform there will determine how you will rate in the big league.

Below you will find listed a number of choices within a major interest.

MECHANICAL
airline pilot
construction laborer
contractor
electrician
elevator operator
engineer
lineman
mechanic
upholsterer
vocational training teacher

COMPUTATIONAL
accountant
auditor
bookkeeper
cashier
civil engineer
clerk
mathematics instructor
office machine operator
statistician
surveyor

OUTDOOR
farmer
fisherman
forest ranger
game warden
gardener
nurseryman
rancher
sightseeing guide
tree surgeon
zookeeper

SCIENTIFIC
chemist
county agricultural agent
detective
dietitian
forest supervisor
laboratory technician
lens grinder
meteorologist
physician
traffic engineer

| PERSUASIVE | SOCIAL SERVICE | MUSICAL |
|---|---|---|
| auctioneer | athlete | arranger |
| information clerk | clergyman | chorus girl |
| lawyer | personnel worker | composer |
| public relations worker | home demonstration agent | dancer |
| purchasing agent | library assistant | musical instrument repairman |
| routeman | nurse | musician |
| sales manager | rehabilitation counselor | music store clerk |
| salesperson | social worker | music teacher |
| radio announcer | sports official | orchestra conductor |
| vocational counselor | teacher | singer |

| LITERARY | ARTISTIC | CLERICAL |
|---|---|---|
| actor | architect | baggageman |
| author | artist | bookkeeper |
| editor | beautician | checker |
| English teacher | designer | clerk |
| judge | draftsman | mail carrier |
| language teacher | engraver | paymaster |
| librarian | art teacher | secretary |
| literary agent | painter | telephone operator |
| professor | photographer | ticket agent |
| reporter | tailor | typist |

## CAREER INFORMATION

CAST:

HARRY — Planning to go to a four-year liberal arts college after graduating from high school.

JANET — Planning to go to business school after high school graduation.

ELAINE — Dropping out before high school graduation to get married.

SARA — Following vocational course in high school will work full-time after graduation.

DIANA — Will look for a job after high school graduation (no special vocational training)

SCENE: The above are getting together for a coke after school.

CONVERSATION:

Diane: That English was harder than I expected. Never have been able to guess what Mrs. Mills might include on one of her tests. Harry, you always get A's in English. Did you think the test was hard?

Harry: Sure it was, but Mrs. Mills is always fair in the questions she asks. Don't you remember reviewing the questions in class?

Janet: You know, English is such an important subject and Mrs. Mills makes it so interesting--I really don't mind putting in the time and effort. In fact, what I'm learning this year is really going to be a help to me next year in business school, stuff like grammar and letter writing.

Elaine: What do you mean - helpful? I'm so tired of all this Chaucer mess. If we only did something even slightly practical once in a while. When Bill and I get married in December I plan to quit school and find a job so that at last I'll be doing something worthwhile.

Sara: What kind of a job will you be able to get, Elaine, without a high school diploma?

Elaine: I've had a year of typing so I certainly won't have any trouble getting hired as a secretary. Lots of girls graduate from high school with less than that.

Janet: Yes, perhaps some haven't had typing, but it would be the diploma that I'd be concerned about. I understand a high school diploma is a necessity these days if you hope to find a job you'll really be happy in. I've had typing and a year of shorthand, but I want to increase my chances for a really special secretarial job. You won't catch me filing in some office from 8-5. I'm going to take the business school's high skill shorthand course and a year from now I'll be qualified to apply for top-notch positions.

Sara: Your plan sounds good, Janet. I'm glad I enrolled in distributive education this past year because I now have enough work experience to know the type of job I'd like to do. You will be going to business school after you graduate--I'm getting my training right here at good ol' City High. By the time I graduate, I'll have a pretty good idea about some parts of the variety store business and general ideas about the total operation of the store. I've learned a lot about the merchandise through stock work and even get to help with some of the candy department ordering. I plan to continue working at the same variety store after graduation and am really looking forward to beginning training on the cash register--we're starting that in class next week.

Diana: Sounds like you two have really been planning ahead. I just don't know what kind of job I might be interested in after graduation.

Elaine: Why worry, Diana? You'll probably be getting married before long, so any kind of job will do in the meantime.

Harry: You don't really mean that, do you, Elaine? Forty hours a week is a terribly long time to do something you're not interested in. Besides that, you've already said you plan to work after you and Bill marry. Diana may get married but she will also probably work a year or even years afterwards.

Diana: Gee, Harry, you'll have an extra four years to put off making a decision. Bet you'll have fun while you're in school down at State U.

Harry: Sure, I'll have fun; but I'm not going to put off deciding what I want to do for four years. I'll have to take courses that will apply to whatever area I decide to major in and to decide what to major in I'll sort of have to know what I want to do after college. Right now, I think teaching first grade would be the greatest--all those cute little kids.

Janet: Thought you wanted to be some sort of lab technician.

Harry: Oh, Janet--you're thinking about LAST week.

CAREER INFORMATION

Below is a sample advertisement and a sample letter written to apply for a job.

ADVERTISEMENT: Secretary - career minded. Experienced. Shorthand necessary. Give education and job experience. Salary open. All replies confidential W941 Rose City News

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February 20, 1974
3542 Liberty Road
Sedalia, MO 65301

W941
Rose City News
Portland, OR

Gentlemen:

I am seeking a permanent position in Portland.

Since leaving business school six months ago, I have filed documents, typed letters from shorthand notes, and performed relief receptionist duties.

I graduated from the Salem Business College after completing a twelve-month secretarial course. I type a net fifty words per minute and take dictation with good accuracy at ninety-six words per minute.

I enjoy meeting people, like work with a challenge, and would be pleased to meet with you at your convenience.

Very truly yours,

Pat Brown

# RESUME FORM

YOUR FULL NAME
Street Number and Name
City, State and Zip

Telephone Number

Your first line should include a one or two sentence statement about your job objective.

## QUALIFICATIONS

Experience: Include your full-time work experience, listing the most current first, followed by part-time jobs, summer employment, and military experience.

Education: Include here information regarding diplomas and/or degrees earned; a brief description of course work, specifically mentioning courses or areas in which you excelled; courses which may be of particular importance or interest to your potential employer; your standing in class; and the degree to which you supported yourself while in school.

Activities: This section should reflect items such as: the student organizations of which you were a member, specifying any offices held; professional or honorary societies; athletic or scholastic honors; special projects in which you were involved; committee assignments; and hobbies relevant to the job for which you are applying.

References: It is always a good idea to have a list of names of people who can provide objective, professional judgments about your competencies to a potential employer, but it is not usually wise to include such a list in your resume. You may be contacting several employers during your job search, and you do not want to have your references bothered unduly. An additional point to remember is that some employers may look upon a list of names as an effort to build yourself through associating with "big names." It is both sufficient and desirable to include a simple statement here such as: "References will be furnished upon request."

## PREPARING A JOB RESUME
### Some Do's and Don'ts

1. Do type your resume (or have it typed for you). Use pica type if possible. It is larger and easier to read.

2. Don't use script type. (Too gimmicky).

3. Do make your resume neat.

4. Do keep your working simple and your resume brief. You can go into detail when you are interviewed.

5. Do make your resume "noticeable." One way to do this is to type it on pale tinted paper (perhaps yellow or pink) or if your resume is typed on white paper, staple a brief letter typed on pale tinted paper to your resume. This letter can state your objective, give examples of your accomplishments, request an interview or whatever is appropriate to the circumstance. In an employment office where many resumes are being received, this technique can keep yours from being "one more snowflake in a blizzard." Resumes can be xeroxed or reproduced by any appropriate method, but cover letters should always be in original and addressed to the individual or company you are applying to.

6. Do state what your immediate objective is and why you are qualified for it. Shoot at a specific target. Emphasize the experience pertinent to the job you are interested in. Keep statements of irrelevant experience brief.

7. Do not apply for "anything available." NEVER! Employers want people who know what they want. Decide what you want, then go after it. You can always change your mind later if you find it does not appeal to you as much as you thought it would.

8. Remember that all experience is qualifying, whether paid work, hobby, volunteer work or whatever.

9. Do remember to list all aptitudes, accomplishments, awards, etc. You can never tell what will "sell" a prospective employer. Do you read, write or speak a language other than English? Be sure to state it in your resume. Have you received an award or commendation for something you have written, or have you had an article published? If so, say so. This is very important! Do you hold a special license (driver's license, pilot license, insurance or real estate license)? Can you type, operate special vehicles, play a musical instrument, paint a mural, etc? Get them in there somewhere even if you list them as hobbies. (Your hobby may be his hobby and that could help open the door for you.)

10. ABOVE ALL--DO BE HONEST! With yourself as well as with your prospective employer. Don't sell yourself short. You can do more than you may think you can. Take stock. There is always a market for what you CAN do.

CAREER INFORMATION

PERSONAL DATA SHEET
(Please Print)

Confidential

Date _____

Name _____ Age _____
Last First Middle

Birthplace _____ Birthdate _____
City State Month Day Year

Years in this community _____ Years in this state _____

Father's name _____ Father's age _____ Father's

place of birth _____

Schooling 7 or less 8 9 10 11 12 Business College Some College Other Vocation School College Degree
(Circle the appropriate item)

Mother's name _____ Mother's age _____ Mother's

place of birth _____

Schooling 8 or less 9 10 11 12 Business College Some College Other Vocation School College Degree
(Circle the appropriate item)

Father's occupation _____ Mother's occupation _____

Do you live with your parents? _____ If not, is mother living? _____ Is father

living? _____ With whom do you live if parents are separated or divorced? _____

_____ Do you live with a step-parent? _____ Do you live with a

guardian? _____ How many brothers do you have that are older than you? _____

How many younger? _____ How many sisters do you have that are older than you? _____

How many younger? _____ Do you, or would you, like to travel? _____ In how many

states have you traveled? _____ Have you been in foreign countries? _____ If so,

which ones? _____ When? _____

Do you like school better or less than when you were in the lower grades? _____

What hobby do you enjoy most? _____

What kind of work do you plan to do for a living? _____

What is your second choice? _____

What do your folks want you to be? _____

What subject(s) do you like best? _____

What subject(s) do you like least? _____

INDICATE BY WRITING YES OR NO OR I DON'T KNOW ON THE FOLLOWING:

Do you plan to complete high school? _____

Do you plan to take vocational training after high school? _____

Do you plan to go to a four-year college? _____

Do your folks want you to go to school beyond high school? _____

CAREER INFORMATION

A CASE STUDY IN JOB APPLICATION

## BILL APPLIES FOR A JOB

It was 4:30 p.m. in the afternoon when Bill arrived at the Long Department Store. He had just finished playing a baseball game, which was evident by the baseball glove and shoes he carried with him.

When he walked into the store, he said to the first clerk, "Where is the guy that hires you?"

He was directed to the second floor to Mr. Edmundson. Bill walked into his office and sat down.

"I'm Bill. I read in the paper that you needed some part-time help. My dad said for me to get a job this summer and learn what working is all about."

"Well, Bill, we do have an opening in the stock section, but it would only last about 5 weeks. This is our busy season in the Stock Department."

"I'll take the job," said Bill, "but I would rather have an office job. You see I'm taking a course in summer school in the mornings, an English course that I failed because of that teacher; and if I had an office job, I could study when I wasn't busy. In the stock room, I would have too much work, and I feel . . ."

"Bill," said Mr. Edmundson, "all of our positions require that the person works. If you would like to fill out an application, I'll give you one. Then after we look at your qualifications, we'll make a decision."

---

1. If you were Mr. Edmundson, would you hire Bill? Yes - No
   Why?

2. How would you rate Bill's appearance? Good Fair Poor
   Why?

3. How would you rate his attitudes about getting a job? Good Fair Poor
   Do you think Bill wanted a job? Yes - No

4. Did Bill use good judgment in the following areas:
   a. Calling ahead for an appointment ____
   b. Dressed appropriately ___
   c. Use of good manners to first clerk ___
   d. Sitting down when he walked into the office ___

e. Complaining about his teachers ___
f. Wishing to study not to work ___

DO YOU HAVE ANY ADDITIONAL COMMENTS?

# JOB INTERVIEW

PURPOSE OF AN INTERVIEW:

To allow the employer to learn about:

1. your attitude toward people and work
2. your education and work experience
3. your future career plans

THINGS TO TAKE ALONG WHEN YOU GO FOR AN INTERVIEW

1. a pen and pencil
2. your social security card
3. a work permit if required (your school counselor or work-experience coordinator can advise you)
4. If you have prepared a personal data sheet, take a copy with you to the interview.

RULES TO FOLLOW

1. GO ALONE! Do not take a parent or friend with you.
2. Check your appearance. The employer's first impression of you when you arrive will be based on how you look.
3. Arrive five minutes early.
4. You may have to introduce yourself.
5. Stand until the interviewer asks you to sit.
6. Show that you are interested in the company. Think of two or three questions to ask about the company.
7. When the interview is over--GO!

QUESTIONS OFTEN ASKED DURING THE INTERVIEW

1. Why would you like to work for this company?
2. Are you looking for permanent or temporary work?
3. What job would you most like?
4. What do you want to be doing in five years? In 10 years?
5. What qualifications do you have for this job?
6. What subjects in school did you like best? Least?
7. Do you prefer working alone or with others?
8. How do you spend your spare time?
9. What magazines do you read?
10. What is your main strength? Your main weakness?
11. What jobs have you had? Why did you leave?
12. What salary do you expect?
13. Do you have any debts?
14. Have you had any serious illnesses?
15. Do you smoke?
16. How do you feel about overtime?
17. Did you attend school regularly? How many days were you out last year?
18. What grades have you gotten in your school work?
19. When can you begin work?
20. How did you become interested in this company?

WHY PEOPLE AREN'T HIRED

Negative Factors Evaluated During the Employment Interview and Which Frequently Lead to Rejection of the Applicant, in Order of Frequency (As Reported by 153 Companies Surveyed by Frank S. Endicott, Director of Placement, Northwestern University)

1. Poor personal appearance
2. Overbearing--overaggressive--conceited "superiority complex"--"know-it-all"
3. Inability to express himself clearly--poor voice, diction, grammar.
4. Lack of planning for career--no purpose and goals
5. Lack of interest and enthusiasm--passive, indifferent
6. Lack of confidence and poise--nervousness--ill-at-ease
7. Failure to participate in activities
8. Overemphasis on money--interest only in best dollar offer
9. Poor scholastic record--just got by
10. Unwilling to start at the bottom--expects too much too soon
11. Makes excuses--evasiveness--hedges on unfavorable factors in record.
12. Lack of tact
13. Lack of maturity
14. Lack of courtesy--ill-mannered
15. Condemnation of past employers
16. Lack of social understanding
17. Marked dislike for school work
18. Lack of vitality
19. Fails to look interviewer in the eye
20. Limp, fishy handshake
21. Indecision
22. Loafs during vacations--lakeside pleasures
23. Unhappy married life
24. Friction with parents
25. Sloppy application blank
26. Merely shopping around
27. Wants job only for short time
28. Little sense of humor
29. Lack of knowledge of field of specialization
30. Parents make decisions for him
31. No interest in company or in industry
32. Emphasis on whom he knows
33. Unwillingness to go where sent
34. Cynical
35. Low moral standards
36. Lazy
37. Intolerant--strong prejudice
38. Narrow interests
39. Spends much time in movies
40. No interest in community activities
41. Poor handling of personal finances
42. Lack of appreciation of the value of experience
43. Radical ideas
44. Late to interview without good reason
45. Never heard of company
46. Asks no questions about the job
47. High pressure type
48. Failure to express appreciation for interviewer's time
49. Indefinite response to questions

## WHY THE OTHER BOY WAS HIRED

There's a good deal of talk these days about teenage unemployment. Some of it makes sense and some of it does not.

Donald E. Wood wrote a letter to a teenage boy who had applied to him for a job. It represents a point of view shared by many employers. It is reprinted here to help you see how employers look at applicants.

Dear Kid:

Today you asked me for a job. From the look of your shoulders as you walked out, I suspect you've been turned down before; and maybe you believe by now that kids out of high school can't find work.

But, I hired a teenager today. You saw him. He was the one with the polished shoes and a necktie. What was so special about him? Not experience. Neither of you had any. It was his attitude that put him on the payroll instead of you. Attitude, son. A*T*T*I*T*U*D*E*. He wanted that job badly enough to shuck the leather jacket, get a haircut, and look in the phone book to find out what this company makes. He did his best to impress me. That's where he edged you out.

You see, Kid, people who hire aren't "with" a lot of things. We know more about Bingo than about Ringo, and we have some Stone-Age ideas about who owes whom a living. Maybe that makes us prehistoric, but there's nothing wrong with the checks we sign, and if you want one you'd better tune to our wave length.

Ever heard of "empathy?" It's the trick of seeing the other fellow's side of things. I couldn't have cared less that you're behind in your car payments. That's your problem and the President's. What I needed was someone who'd go out in the plant, keep his eyes open, and work for me like he's work for himself. If you have even the vaguest idea of what I'm trying to say, let it show the next time you ask for a job. You'll be head and shoulders above the rest. Look Kid: The only time jobs grew on trees was while most of the manpower was wearing G.I.'s and pulling K.P. For all the rest of history you've had to get a job like you get a girl: "Case the situation, wear a clean shirt, and try to appear reasonably willing."

Maybe jobs aren't as plentiful right now, but a log of us can remember when master craftsmen walked the streets. By comparison, you don't know the meaning of "scarce."

You may not believe it, but all around you employers are looking for young men smart enough to go after a job in the old-fashioned way. When they find one, they can't wait to unload some of their worries on him, For both our sakes, get eager, will you?

Donald E. Wood

CASES

The Wellington Company has an opening for a clerk typist. Suppose that you are the personnel manager, and you have just interviewed three girls for the job:

Mary is an attractive girl and has a pleasing personality. She typed 50 words a minute on the typing test, and she has taken one year of shorthand in addition to two years of typing. Her grades in school were mostly B's and C's. She arrived five minutes late for the interview.

Just the idea of being interviewed was frightening to Karen so she brought her friend, Carol, along for support. They arrived five minutes early, and, although nervous, Karen presented herself well. She was clean, neat, and well-dressed. She typed 55 words a minute on the typing test, and took one year of bookkeeping in addition to two years of typing in high school. Her grades in school were mostly C's.

Vera arrived for the interview five minutes early. She answered each question accurately and pleasantly. On the typing test, she scored 48 words per minute. Vera took one year of bookkeeping and two years of typing in high school. Her grades were mostly C's.

WHO WOULD YOU HIRE? WHY?

IF YOU CAN'T DECIDE, WHAT ADDITIONAL INFORMATION IS NEEDED?

CAREER INFORMATION

HANDOUT #2

1. When you are thinking about the occupation you might enter as an adult, if your interests, abilities and preferences did not limit you, approximately how many different jobs could you choose among?

   a. 300 b. 3,000 c. 30,000 d. 300,000

2. The median salary income (half earned more, half earned less) of full-time male workers was $6,848 in 1966. What would you expect was the median income female workers in that same year?

   a. $3,973 b. $4,285 c. $6,497 d. $7,138

3. Approximately what percentage of all women are employed full-time in the United States?

   a. 20% b. 40% c. 60% d. 80%

4. About how many women would you estimate are in the labor force?

   a. 290,000 b. 2,900,000 c. 29,000,000 d. 290,000,000

5. Of the four groups below, indicate which educational group has the largest percentage of the women in that group employed full-time.

   a. less than high school education
   b. high school graduate
   c. college graduate
   d. education beyond college

6. Look at the four age groups below and indicate which group has the largest percentage of women employed full-time both now and in projections for the 1970's.

   a. 25-34 years old b. 35-44 years old c. 45-54 years old d. 55-64 years old

7. What is the average number of years that a woman can expect to spend in the labor market?

   a. 4-6 years b. 8-10 years c. 14-17 years d. 20-25 years

8. Considering all the women who are working, which of the following categories of educational achievement would account for over 40% of the total?

   a. 8 years of school completed
   b. 9-11 years of school completed
   c. 12 years of school completed
   d. 16 years of school completed

9. Among married women in the labor force, the age group represented in greatest number is:

   a. 18-19 b. 20-24 c. 45-54 d. 55-64

10. Over 65% of the women employed in clerical positions have completed how many years of school?

a. 9-11 years of school
b. 12 years of school
c. 13-15 years of school
d. 16 years of school

11. Which of the following occupational areas has the greatest employment growth projection for the 1970's.

a. farm workers
b. sales workers
c. non-farm workers
d. clerical workers

12. How many girls of today will be gainfully employed (work for money) at some time during their lives?

a. about 1 of 3
b. about half
c. about 3 of 4
d. about 9 of 10

13. In 1966, the median yearly income of girls who dropped out of high school was $1,404. What would you expect to be the median yearly income for high school graduates?

14. The average woman worker today is:

a. single and 28 years old
b. single and 41 years old
c. married and 28 years old
d. married and 41 years old

15. More women are working today than ever before. Which of the following is (are) the reason(s)?

a. it is possible to use less time for housekeeping
b. higher family costs for education, health, etc.
c. women are seeking the right to choose what they will do
d. all of the above

16. When do women make occupational decisions?

a. only in high school or college
b. when they take a job
c. when they have children
d. all of the above

17. Projected employment growth is more than average for which occupational groups?

a. professional and technical workers, service workers and clerical workers
b. professional and technical workers, managers, and operatives
c. service workers, sales workers, skilled workers
d. clerical workers, sales workers, farm workers

18. In which three occupational groups did women represent over 50% of total employment in 1965?

a. professional and technical, clerical, sales
b. clerical, private household workers, service workers
c. managers, operatives, and service workers
d. sales, services, craftsmen

19. How many different types of jobs are you likely to have during your years of employment?

a. only one b. three or four c. eight or ten d. dozens

20. When will your occupational education be finished?

a. when you graduate from high school
b. when you finish a vocational program
c. once you begin your first full-time employment
d. continuing education will be required to meet the challenge of change in the world of work

21. Worthwhile sources of occupational information include:

a. school counselor
b. school and public libraries
c. friends and relatives
d. all of the above

22. In the following pairs, which occupation has the largest total number of people employed?

a. telephone operator or b. airline hostess
a. physical therapist or b. nurse
a. saleswoman or b. fashion coordinator

23. In the following pairs of occupations, which requires the most education?

a. librarian or b. surgeon
a. airline hostess or b. dietitian
a. typist or b. registered nurse
a. sales clerk or b. laboratory technician
a. beauty operator or b. high school counselor

TRUE OR FALSE

____ The majority of women employed as professional workers have completed less than 12 years of school.

____ The majority of women employed as medical and other health workers have completed at least or above 12 years of school.

____ Summer or part-time job experience is helpful in finding work later.

____ An individual needs to make an alternative vocational plan.

____ It is possible for a woman to successfully combine roles of wife, mother, and worker.

____ There are employment opportunities for women in jobs that are often considered men's work.

____ A study of occupational employment projections is a good way to get some idea of which occupations will offer the best job opportunities in the 1970's.

## CHANGE OF JOBS

There is no way of knowing if the kind of work you choose when you finish school is what you'll want to do for the rest of your life. This reading tells of a man who decided to make a change. If a person wants to change occupations, how might the job market affect the choice?

Larry Rogers of Dallas wanted to be a veterinarian from the time when he was 12 and watched his dog treated for distemper (an animal disease). He grew up to become a vet. After he had been one for 22 years, however, he discovered that suddenly he'd had enough of "telephones and people tracking me down and dogs and cats and the uncertainties of medicine." Rogers was luckier than some men. At 42, he had invested a little in the stock market and had a modest outside income. His wife Joan had a part-time job that she enjoyed. Having no desire to "amass (pile-up) a million dollars," he began to think about what he'd really like to do. He considered becoming a meat inspector or working for a drug company as a salesman. Somehow, though, none of these ideas appealed to him. All he was after was some "plain old physical work without a lot of responsibility and with no tensions and pressures."

He talked it over with his wife and she said she was for any change that would make him happy. "I knew she was the kind who wasn't a prestige (glory) seeker," says Rogers, "or I wouldn't have married her in the first place."

So with Joan's approval, he quit his job on January 1, 1968. For three weeks, he hung around the house painting, putting up shelf paper and he now admits, feeling a little odd about being out of work. Then he read that Titche's, a department store in suburban Northpark shopping center, was getting ready for its semiannual inventory (listing of merchandise twice a year) and needed extra help. Thinking he might as well give it a try, he applied and was hired for one week. He found the work agreeable, and when the week was up he went to see the assistant store manager about a permanent job. "I said I didn't want sales. I didn't want a lot of public, I didn't want telephone, I didn't want paper work and I didn't want to be the key. The assistant manager scratched his head and said, "That sort of restricts things, doesn't it?" The only thing he could think of was something down on the receiving dock. He said he didn't want to misrepresent this, it was just plain old physical work. I said, "Great."

Rogers has been there ever since, mostly loading and unloading trucks and lending the saleswomen a hand with the heavier merchandise. The store has offered three times to make him a supervisor, but Rogers obstinately (stubbornly) refuses to quit his $2.50-an-hour job.

Some of Rogers' friends insist on introducing him to people as a retired veterinarian rather than a man who works on a receiving dock, "as if," says Rogers, "they associate working on a dock with something bad." But most people seem to admire what he's doing and often go out of their way to tell him they're glad he's sticking to his guns.

Rogers thinks many men would never even consider making his kind of career change because, as he puts it, "they love the fast-paced world of tensions and pressures." But he maintains that others secretly long to copy him, and he has a number of theories about why they don't simply go ahead and do it: fear of what other people might think; having too many children to support (the Rogers' have no children); being poor money managers; just never getting around to it; or being discouraged by their wives. "Many women would go all to pieces," say Rogers, "so the husband stays on in a job he hates."

All told, the Rogers' income amounts to about $15,000; $5,000 from stocks and $5,000 each from Larry's and Joan's salaries. They find it more than enough to live on, and each month a little goes into a special travel account.

Rogers who is now 44, intends to play the rest of his life "by ear." Whether or not he stays on the receiving dock, he's happy just knowing he can keep clear of the tensions and pressures that bothered him so much in the past. "It's all a matter of discovering who you really are and what you can and can't do."

Please answer the following questions on a separate piece of paper.

1. Why did Larry Rogers change jobs?

2. How did his decision to change jobs affect the job market and the lives of other people?

3. List, in order of importance, the things you feel you should consider in deciding what kind of work to do when you finish school.

4. What can you do now to begin preparing yourself for your future work?

HARRY PALMER
Job Application

The employment ad in the Detroit newspaper caught Harry Palmer's eye, but he had been conned by Whitey before, so why bother applying for the job.

Harry Palmer was black and . . . unskilled. Furthermore, a police record he picked up in his youth had been dogging him for 15 years.

The fact that Ford had set up two hiring offices right in the middle of the Black Belt certainly gave a ring of truth to the ad. Palmer felt that perhaps things were really changing.

Also Ford was dropping the written test for job applicants which had long discouraged the ghetto dweller. And just as important. Ford was willing to overlook a man's police record except for very serious crimes.

Henry Ford II, chairman of the board, set the tone for this program when he said:

"We Americans have reached a point in our history where we must at last put up or shut up about equality. Our goal is to do all we realistically can to give people who have been held back by prejudice and poverty a chance to earn a decent life."

For Harry Palmer, now 37, these have not been empty words. Before he walked into his new world at Ford he was lucky to bring in $70 a week. That's when he worked.

Today, Palmer's take-home pay, with overtime, averages about $170 a week. He has moved up the ladder several times, from stock handler to cast iron inspector.

It took some time after Palmer caught on at Ford until he was ready to believe it really would last.

"I'll be frank," he says, "I thought I'd work for about three months and they'd lay me off. That's the way it's been around Detroit for a long time. If you are lucky enough to get a job you're the first one they let go if the job plays out. The white man always manages to hang on."

Palmer also could remember many times in his life answering an ad for a job only to find the door shut in his face, apparently because of his color.

"That all seems to be changing now," he explains. "The people in my crowd--and most of them have some kind of police record--just about gave up on ever finding a job. If you're black and you don't have much education and you been in trouble with the police, well, you got three strikes against you."

He was 17 when he was married. Two children came rather quickly. Then, at 20 he held up a jewelry store. Fortunately, he used only a toy pistol and was charged with unarmed robbery. But it meant 18 months in the state penitentiary and a record he would carry for life.

"I finally got a job when I got out in a die casting plant," Palmer recalls. "Of course I lied about my prison records. I guess I was there about three years when they found out. No, they didn't fire me. Instead, they took me off an hourly wage and wanted to change my job. But it meant working much longer hours and much less pay, so I quit."

There were odd jobs that followed and long periods of unemployment. The welfare checks outnumbered regular paychecks.

The Ford inner city program got under way when the big auto maker was preparing to reopen its plants after a 66-day strike. Job openings had to be filled. The company turned toward the Detroit ghettos, where it could find some of the needed workers and at the same time do something about reducing hard core unemployment.

On October 30, 1967, rain and snow swept across the city. But in front of the two temporary Ford recruiting centers an estimated 2,000 to 3,000 persons huddled in line waiting for the doors to open. Some arrived at 1 a.m.

Interviews were short and to the point. An applicant was asked only for basic information--name, address, social security number, education, military and employment background and police record, if any. Physical examinations were conducted in a nearby room and if the man passed he was instructed to report to work the following morning. To applicants who had no transportation, Ford gave money for two weeks' bus fare.

One of those hired that first morning was Harry Palmer. He didn't say much, but he got across the feelings of the thousands who stood in the rain and snow that first morning: "Take me. I need a job."

Please answer the following questions on a separate piece of paper.

1. What did Ford do to help Palmer overcome the three strikes against him? Why did Ford make these changes?

2. How do you think Ford's new hiring practices affected production?

## WOULD-BE ASTRONAUT
### Job Application

This reading is Patricia O'Brien's description of what a woman faces if she wants a career in science.

It takes more than brains and talent for a woman to get ahead in science. It also takes a willingness to fight for your rights. It's no accident that there aren't any women astronauts in this country. American girls are taught that only boys become astronauts; girls become astronauts' wives.

As long as I can remember, I've been interested in how things work. If I'd been a boy, people would have said I had a mechanical mind. Being a girl, I was called a "tomboy." Since I was also a good artist, my high school counselors advised me to major in art. By the end of my sophomore year, I had taken most of the art courses our school offered. They did offer mechanical drawing, but girls rarely took that. I tried it and it was my kind of work. My ambition was no longer to be an artist but to be an engineer.

My mechanical drawing teacher had a policy of allowing students to work as quickly as they could. I broke all his records by doing three semesters' work my first sepester, and five semesters' work the second. Next I took architectural drawing and did a year's work in one semester.

When I graduated, I knew I had to get a job. College was out. I couldn't afford it. My mechanical drawing teacher recommended me to the phone company, and I applied for a job.

My mechanical drawing record didn't mean much to the personnel interviewer. Since I was female, I was naturally a typist. In the plant engineering department, the boss was more interested in my drafting ability. I was hired as a "plant engineering clerk." This meant I did the work of a draftsman at three-quarters of draftsman's salary. Draftsmen were men, I was told, but with a college degree I could become an engineer.

I started going to night school. After seven years, I had done two-thirds of the work toward a bachelor's degree. By then my sister was out of school, and the financial crush at home was reduced. I decided to take a leave of absence from my job and enter college full time.

By now I could see it was an uphill fight for a woman to be an engineer. Also, since my counselors had steered me toward art, I didn't have the math background I needed. I decided to study archaeology.

In archaeology there weren't many more women than in engineering, but there were a few. After three semesters, I received my degree and faced a big decision. Should I return to the phone company. One visit to the phone company set me on my course. Now they said my degree must be in engineering. (This was not true for male engineers.) I could, however, have my old job back, with all the raises the union had won.

I decided graduate school was a better path. It wasn't an easy decision. There was plenty of discouragement from some of my most important teachers. But there was also encouragement from the one female professor in the depart-

ment, from fair-minded male professors, and from my fellow students, both male and female. Six years later, I received my Ph.D. in archaeology. I've been teaching college since then. But I still run into people who say, "You can't do that you're a woman." But at least some people are beginning to see that women are people too.

Questions:

1. According to Patricia O'Brien, why aren't there more women scientists and technicians?

2. Do you agree with her view?

2. How do Patricia O'Brien's experiences compare with Reena's? Can either prove they were discriminated against?

REENA
Job Application

In this reading, the author has met an old friend at a family gathering. Her friend Reena, a young black woman, recalls her attempts to find a job writing for a newspaper. She starts by telling about her graduation from college.

"You should have seen my parents. It was really their day. My mother was so proud she complained about everything; her seat, the heat, the speaker; and my father just sat there long after everybody had left, too awed to move . . . (It) meant so much to them. It was as if I had made up for the generations his people had picked cotton in Georgia and my mother's family had cut cane in the West Indies. It frightened me."

I asked her after a long wait what she had done after graduation.

"How do you mean, what I did. Looked for a job. Tell me, have you ever looked for work in this man's city?"

"I know," I said, holding up my hand. "Don't tell me."

We both looked at my raised hand which sought to (bypass) the discussion, then at each other and suddenly we laughed, a laugh so loud and violent with pain and outrage it brought tears.

"Girl," Reena said, the tears silver against her blackness. "You could put me blindfolded right now at the Times Building on 42nd Street and I would be able to find my way to every newspaper office in town. But tell me, how come white folks is so hard?"

"Just born hard."

We were laughing again and this time I nearly slid off the trunk and Reena fell back among the satin roses (of the bedspread).

"I didn't know there were so many ways of saying 'no' without ever once using the word," she said, the laughter lodged in her throat, but her eyes had gone hard. "Sometimes I'd find myself in the elevator, on my way out, and smiling all over myself because I thought I had gotten the job, before it would hit me that they had really said no not yes. Some of those people in personnel had so perfected their smiles they looked almost genuine. The ones who used to get me, though, were those who tried to make the interview into a chat between friends. They'd put you in a comfortable chair, offer you a cigarette, and order coffee. How I hated that coffee. They didn't know it--or maybe the did--but it was like offering me hemlock (poison) . . ."

. . . Her laughter rushed against the air which resisted it. "I was crucified five days a week and half-day on Saturday. I began to think there might be something other than color wrong with me which everybody but me could see, some rare disease that had turned me into a monster.

"My parents suffered. And that bothered me most, because I felt that I had failed them. My father didn't say anything but I knew because he avoided me more than usual. He was ashamed. I think, that he hadn't been able, as a man and as my father, to prevent this. My mother--well, you know her. In one breath she would try to comfort me by cursing them: "If you had come looking for a job mopping down their floors they would of hired you, but mark my words, their time is going to come, cause God don't love ugly and he ain't stuck on pretty . . . " And in the next breath she would curse me, 'Journalism!' Whoever heard of colored people taking up journalism. You must feel you's white or something so the people is right to chuck you out of their office . . . Poor thing, to make up for saying all that she would wash my white gloves every night and cook cereal for me in the morning as if I were a little girl again. Once she went out and bought me a suit she couldn't afford . . . I looked like a Smith girl (one of those Ivy League College girls) done up in blackface . . . so guess where I ended up?"

"As a social investigator for the Welfare Department. Where else?"

We were helpless with laughter again.

"You too?"

"No," I said, " I taught, but that was just as bad."

Questions to be answered on a separate piece of paper:

1. Reena's job hunting experience took place in the 1950's. What changes, if any, have occurred in the past twenty years?

2. Why do you think the author said teaching was just as bad as being a social investigator?

## THE EMPLOYMENT AGENCY

Janet Daniels sat waiting to talk to an interviewer at the Personnel Employment Agency. A mirror on the wall reflected her freshly cleaned dress, neatly combed hair, and well-polished shoes.

"Miss Daniels?" a short, squatty man in a dark gray suit said as he entered the waiting room.

Janet stood up, "Yes?"

The man, whom Janet guessed was about 35 years old, shook her hand, "I'm Bill Costa. Will you come into my office, please?"

In the office, Janet sat facing Mr. Costa across a desk piled with application forms, letters, and notes.

"You're looking for an accounting position?" Mr. Costa said.

"Yes, I saw your ad--here it is. BEGINNING ACCOUNTANT, to train as assistant to groovy young company controller. To $700 a month. No experience necessary. Only requirements are high school courses in bookkeeping and desire to work in plush surroundings.'"

"Oh yes," said Mr. Costa, glancing at the ad. "That job's been filled. But I'm sure we can find something for you. Can you type?"

"Well, yes, but I'm not looking for a typing job. I had three years of bookkeeping in high school and two years of accounting in junior college. I really want an accounting job."

"What job experience do you have?"

"I've worked part-time since I was 16--first in a store and then at an office downtown. I was in a work-study program where I studied bookkeeping at school and kept the books on my job."

Mr. Costa gave her a troubled look. "I see all that on your application, but you don't really have enough experience or training to get an accounting job. You'd better take our typing test."

Jane walked over to the desk, sat down before the typewriter, and waited for Mr. Costa to tell her when to start. She typed at her usual speed, finished the test, and returned to her chair.

"Sixty words a minute," said Mr. Costa, frowning. "I hope we won't have any trouble placing you in a clerical job." He started leafing through a small black notebook. "Here's something I think you could handle: beginning typist in accounting department of large downtown office: chance to work into junior accounting position. It pays $400 a month. What do you think?"

Janet didn't know what to say. After a short pause she asked, "Don't you have anything else in accounting?"

"No. Jobs are pretty tight right now. Most companies are promoting employees they have. They don't hire many outside people."

"Well, I guess it wouldn't hurt to look into it."

"I'll call for an appointment right now," said Mr. Costa.

He reached for the telephone and dialed a number. "May I speak to Mr. Adams? Thank you. Hello, Mr. Adams. This is Bill Costa at Personnel Employment Agency. I'm fine. How are you? Good! Say, I'm calling about that typist's job in your department. Is it still open? Good. I think I have just the person for you sitting right her in my office. She's a smart, pretty little girl named Janet Daniels. She had bookkeeping in high school and junior college, and she types sixty words a minute... Just a minute, I'll ask her."

Mr. Costa turned toward Janet. "Can you go right out for an interview?" he asked.

Janet nodded.

"Yes, she'll come right out," Mr. Costa said. "Eleven o'clock? Fine."

Mr. Costa put down the phone. "Now, Miss Daniels, you have an appointment for 11 o'clock with Edward Adams at North American Manufacturing. He manages their accounting department. It's a big company, and they do a lot of business.

"If anything happens to delay you, let me know and I'll call Mr. Adams. He's a busy man and he doesn't like to be held up."

"All right," and Janet.

"You understand about our service fee, don't you?" said Mr. Costa. "If you take the job, we'll expect you to pay the amount of 60 percent of your first month's salary. You can spread it over three to six months."

"Oh, doesn't the company pay the fee?" she asked.

"There are some jobs where the company hiring the person pays the fee," he said. "But most of those jobs don't pay as well as this one. And this job has a future."

He filled out a form and handed it to her. "Just give this to Mr. Adams as a letter of introduction. Any more questions?"

"No, I don't think so."

"Well, good luck. Be sure to let me know if you get the job."

Questions to be answered on a separate sheet of notebook paper.

1. Why do you think Janet Daniels went to an employment agency? Would you have been attracted by the ad? Why or why not?

2. Do you think she will take the job if it is offered to her? Why?

WELDER WANTED
Job Application

After work I left the shop and headed for the bus stop. I wondered about the kid who had come in today. He had seen the sign about the welding job posted outside the plant.

"Hi ya. See by your sign ya need a welder," he'd said when he walked into the office.

"Yes, we do. You'll have to talk to the boss." I called into the shop, "Bill there's someone out here who wants a welding job."

The boss came out of the shop into the office. "Hello, I'm Bill Wiggs. What's your name?"

"Dick Pitka."

"Did you finish high school?" Bill asked.

"Sure, two weeks ago."

"I mean, did you graduate?"

"Yeah, I graduated," he said.

"Have you ever done any welding?" Bill asked.

"Yeah, at school," the kid said. "I know how to weld."

"With an arc or a torch?"

The kid said, "Both."

The boss drummed his fingers on the desk top. "How old are you, Dick?" he asked.

"Eighteen."

The boss kept drumming his fingers for a while. Then he said, "Come with me. I'd like to see what you can do."

They went into the shop over to where Jim Williams was working. "Jim," the boss said, "Dick Pitka here says he's a welder. Want to give him a try?"

"All right," Jim said. He turned to Dick and said, "There's a mask over on the table. I've got an arc by those pieces of metal."

The kid got a mask and was fussing around with it. "Not a very good mask," he said. "This the best you got?"

Jim didn't say anything. The boss began fumbling for a cigarette. Dick put on the mask and started the arc. Jim told Dick what he wanted him to do. The kind started and pretty soon he'd made a beautiful downseam.

"That's a nice looking weld, son," Jim said.

"I told ya I could weld."

Jim kinda grinned a little. "Okay, now let's see you lay on your back and do an upseam."

The kid started to work, and when he'd finished he had another neat job done.

"That's okay," Jim said. "Can you do that well with a torch?"

"Yeah,' the kid said.

Jim stood there looking serious. The kid turned to the boss, "Well, do I get the job?"

"What do you think, Jim, can you use him?"

Jim still looked serious. He looked at the welds again, then looked over at the kid. "Let me think it over a little, will you Bill?"

"Sure," Bill said. "Tell you what, Dick, come on out to the office and fill out an application. We'll let you know."

I was glad the decision was Jim's and not mine. I wondered if I would have hired him.

Questions to be answered on a separate piece of notebook paper:

1. How did Dick Pitka find out about the job opening for a welder?

2. Did he "play the game" well? Would you have hired him? Why or why not?

CONSUELA CASTANEDA
Job Applicant

Consuela Castaneda left the subway, hurried up the steps, and turned toward the huge Associated Insurance Company building. She slipped into a line of people and stepped through the revolving door into the lobby. After a few steps, she stopped. A feeling of panic hit her as she watched people rush across the marble floor.

"What if I can't find the employment office? What if I'm in the wrong place?" Consuela thought, glancing around the lobby. Then she spotted a sign that said "Building Directory." The directory showed that the personnel office was on the fifth floor. Consuela got on the elevator and followed the signs to the office. She was happy to see a receptionist in the personnel office.

"Good morning," the smart looking woman said. "May I help you?"

Consuela smiled warmly. "Yes, I saw your ad for clerk-typists in last night's paper. I'd like to apply for a job."

"Very well. Here's an application," the receptionist said. "Fill it out and bring it back to me. You'll find pencils in the booth over there. If there's anything you don't understand, just ask me."

It took Consuela almost fifteen minutes to fill out the form. She thought about each question carefully and printed her answers neatly. Then she took the form to the receptionist, who had her take short tests in typing, arithmetic, and spelling. After a short wait, the receptionist beckoned to Consuela to come. They walked down a hall to a large office where a slender woman was seated at a desk.

"Mrs. Archer," the receptionist said, "this is Consuela Castaneda. She's applying for a job. Here are her application and tests."

The receptionist left. Mrs. Archer said, "Sit down, Consuela."

"Thank you."

Mrs. Archer studied the application and then looked at Consuela's test scores. She smiled. "Your typing score was fine--fifty words a minute. And I'll bet you were nervous, too."

Counsuela grinned, "Yes, I was a little nervous when I started."

Mrs. Archer smiled, "Why do you want to work for Associated?"

Consuela looked at Mrs. Archer's eyes. "First, I want to work. I think I'd like it here because the people--like the receptionist--are friendly. And it's easy for me to get here from my hone."

"I see," Mrs. Archer smiled. "Well, Consuela, there's an opening in the life underwriters' section where you might fit in. Excuse me for a moment while I call the supervisor there."

After Mrs. Archer had finished the call, she took Consuela to the tenth floor, where she ushered her into a large office.

"Miss Rush, I'd like you to meet Consuela Castaneda. Would you have her come back to me when you finish talking to her?"

Miss Rush read the application and looked at the tests. Then she leaned back in her chair and asked, "Do you like typing?"

"Yes," Consuela said seriously, "I do. But someday I'd like to be a secretary, I think."

"Do you know shorthand?"

"No--not yet. But I'm planning to learn it."

Miss Rush smiled, "Yes, you'd need that. Do you know what an underwriter does?"

"No," Consuela answered. "I don't really know anything about the insurance business, but I'm willing to learn."

"I see. Well, Miss Castaneda, most of your work here would involve typing letters and forms for the underwriters. They're the people who decide whether or not the company will issue an insurance policy to an applicant. The letters would contain a lot of medical terms. Do you like that kind of work?"

"It sounds as if it might be interesting."

"Why do you think you'd like to work here?"

"Well, as I was telling Mrs. Archer, the people seem friendly, and it's easy for me to get here on the subway."

"Do you have any questions about the job?"

"No, not that I can think of."

"All right. I'll have my secretary take you back to Mrs. Archer."

Consuela found that she was excited as she followed the secretary back to Mrs. Archer's office. Do I get the job?" she wondered.

"Sit down, Consuela," Mrs. Archer said. "Well, what do you think? Does working for Miss Rush sound interesting to you?"

"Yes, I think I'd like it."

"Well, I'll have to check your references, and then I'll let you know. I'll call you Friday afternoon. Would that be convenient?"

"Yes. That would be fine."

"All right then. Thank you for coming in."

"Thank YOU!" said Consuela, as she rose from her chair.

Questions to be answered on a separate piece of paper.

1. How did Consuela find out about the job at the insurance company?

2. Do you think Consuela was hired? Why or why not?

THE JOB MARKET

Changes in the job market are sometimes caused by changes in government spending. When money is tight, the voters often demand that governments--local, state, and national--cut back their programs. This reading is about the effects of a federal cutback.

Arnold Limberg, Wayne Lees, Phil Blum and David Gernes don't know each other, but they should, for they have much in common. They are all scientists or engineers who live within a few miles of each other in Lexington, Massachusetts, a prosperous suburb of Boston. They are all married, with two children, two cars and comfortable homes. They are all able, successful men, who until recently were earning more than $15,000 a year. This year, they all had a new experience in common--they've been fired.

Like the layoffs in the West Coast arecspace industry, most of those in this area have been caused by cutbacks in federal spending for defense and space. But unlike the huge assembly lines on the West Coast, most electronics and research firms around Boston work on systems which require few production workers. As a result, the layoffs have hit the highly skilled technicians as badly as the man on the production lines.

By 1969, nearly 50,000 professional engineers and scientists worked in the Boston area. In the past year and a half, at least 10,000 of them have been laid off. The layoffs hit graduates hired last June from engineering schools, as well as Ph.D.'s (people who hold doctor's degrees in some field) with 20 years of loyal service. Actually the Ph.D.'s often go first, because they're expensive, highly specialized, and in some cases, beginning to slow down. The young engineers generally work harder for much less money.

In addition to laying men off, some firms have tried to reduce their budgets by cutting salaries 10 percent. Others have tried to get more work out of the men they've kept. "There's a lot of talk about 'pulling together' to save the company," says a still-employed physicist, "but it's actually to save our jobs."

Dr. Wayne Lees, a 56-year-old physicist, was laid off by NASA (National Aeronautics and Space Administration). At a salary of nearly $23,000, he had been working on a system for keeping track of the atmosphere in the cabins of space capsules.

Lees called one technical employment agency and was told bluntly, "There's nothing we can do for you." Actually, even in good times the agencies can't do much for senior scientists like Lees. Such men generally find new jobs through personal and professional contacts.

Asked if he feels his age hurts his chances for a new job, Lees laughs gently: "I'm sure it does. Anyone my age who says it doesn't is just kidding himself."

"How do you know?"

"When you get back a dozen answers saying, "You are too highly qualified for the position we have open, it can mean, among other things, that you are too old. Of course, in my case, many companies probably feel I am too highly qualified, or too expensive."

I asked Manny Sugarman, who runs one of the best-known technical agencies in the area, about the importance of age in seeking a job today in research or engineering. He replied: "It's not so much a matter of age today as it is an oversupply in a tight market. Age was never much of a problem before in this industry. In a good market I've placed guys in their sixties in technical jobs. Today, in some fields, there simply aren't any jobs. If you're a Ph.D. in solid-state of high-energy physics, I probably couldn't place you even if you were 16."

Many engineers and scientists have given up the search for a job in their own field. Some are now working as rug salesmen, TV repairmen, bartenders, landscape gardeners. Those who temporarily take such nontechnical jobs face the danger most feared among engineers--becoming out of date. Even if he tries to keep up in his field by reading the technical magazines, an engineer out of work for a year or so can easily lose touch.

Often changes in the job market are caused by automation. Old jobs are discontinued at the same time that new jobs are created. Fifty people may be thrown out of work by one machine. This does not mean there are fifty fewer jobs. People are needed to produce the new machines, to sell and service the machines, and to operate them. However, these jobs are filled by people with different skills and quite often in different parts of the country.

One thing you'll always notice about the job market: It's always changing. New machines, new processes, and new people are constantly replacing the old machines, old processes, and old people.

You'll also find that the market varies from place to place. There may be plenty of job openings in one part of the country and heavy unemployment in other parts. Often there are too many people trained for one kind of work and not enough trained for other kinds.

While you're in school, you'll be training for some kind of work. You'll probably choose a field that interests you and has openings. No matter what your choice, it will be difficult to know if there will still be openings when you finish school or ten to twenty years later.

Please answer the following questions on a separate piece of paper.

1. Is it possible to judge which jobs are most likely to disappear because of automation or cuts in government spending?

2. What are some other causes for the disappearance of jobs?

3. The engineers we have just read about did not suffer discrimination, but now they are unemployed. Is there any way they could have avoided this situation?

## GUEST SPEAKER AND FIELD TRIP SITE LISTING

| NAME | ADDRESS | CONTACT REPRESENTATIVE | TELEPHONE | FIELD TRIP | GROUP SIZE | GRADE LEVEL | GUEST SPEAKER |
|---|---|---|---|---|---|---|---|
| Adco | 900 W. Main<br>Sedalia, MO | Dr. Alexander | 826-3300 | Yes | 1-6 | 9-12 | No |
| Allstate Insurance Co. | 4800 E. 63rd<br>Kansas City, MO | Mr. John Irish | 333-6800 | Yes | 20 | 11-16 | No |
| American Electrical Industries | Highway 50<br>Sedalia, MO | Mr. Russ Woodyard | 827-1712 | Yes | 30 | 6-12 | Yes |
| Archias Floral Co. | 4th & Park<br>Sedalia, MO | Mr. Don King | 826-4000 | Yes | 20 | K-12 | Yes |
| Artist | 203 N. Jefferson<br>Sedalia, MO | Ms. Thelma Hansen | 886-8464 | No | 0 | 7-12 | Yes |
| Attorney at Law | Cole Camp, MO | Mr. Pete Stelling | 668-4858 | No | 0 | 0 | Yes |
| Attorney at Law | Warsaw, MO | Mr. Edwin F. Brady | 438-5116 | Yes | 4-5 | 9-12 | Yes |
| Attorney at Law | Farmer's Savings Bank<br>Marshall, MO | Mr. Larry McClure | 886-6986 | No | 0 | 7-12 | Yes |
| Ault's Skelly Station | 1570 S. Kentucky<br>Marshall, MO | Mr. Bob Ault | 886-6792 | No | 0 | 7-12 | No |
| B & E Market | 1701 S. Kentucky<br>Marshall, MO | Mr. Jim Dick | 886-2188 | Yes | 30 | 3-12 | No |
| Banges | 78 S. Jefferson<br>Marshall, MO | Ms. Dolly Kiser | 886-3716 | No | 0 | 7-12 | Yes |
| Banquet Foods | 253 W. Marion St.<br>Marshall, MO | Mr. Caton Martin | 886-3301 | Yes | 20 | 4-9 | Possibly |
| Benton County Enterprise | Warsaw, MO | Mr. Mahlon White | 438-6312 | Yes | 4-5 | 9-12 | Possibly |
| Benton County R-I School | Cole Camp, MO | Mr. Vergil Oglevie | 668-4427 | No | 0 | 0 | Possibly |

| NAME | ADDRESS | CONTACT REPRESENTATIVE | TELEPHONE | FIELD TRIP | GROUP SIZE | GRADE LEVEL | GUEST SPEAKER |
|---|---|---|---|---|---|---|---|
| Benton County R-IX | Warsaw, MO | Dr. John Boise | 438-7351 | No | 0 | 8-10 | Yes |
| Benton County Sheriff's Dept. | Warsaw, MO | Mr. Robert Breshears | 438-5252 | Yes | 5-6 | 9-10 | Yes |
| Binghams Super Saver | La Monte, MO | Mrs. Bingham | 347-5426 | No | 0 | 0 | No |
| Body Shop | Cole Camp, MO | Mr. David Luetjen | 668-3155 | Yes | 2-4 | 9-10 | No |
| Bohling Grocery | Cole Camp, MO | Mr. E. G. Bohling | | No | 0 | 0 | Possibly |
| Boonslick Regional Library | Sixth & Lamine<br>Sedalia, MO | Ms. V. Corley | 826-6195 | Yes | 20 | K-9 | Possibly |
| Borchers & Heimsoth | Cole Camp, MO | Mr. Ervin Borchers | 668-4923 | No | 0 | 0 | No |
| Bothwell Hospital<br>Physical Therapy | Sedalia, MO | Ms. Nevin Almquist | 826-8833 | Yes | 7-15 | 7-12 | Yes |
| Bothwell Hospital | Sedalia, MO | Ms. Marie Nicholson | 826-8833 | Yes | 20 | 12-16 | No |
| Breech Academy - TWA | 6300 Lamar Avenue<br>Mission, KS | Ms. Mickey Holiday | 842-4000 | Yes | 20 | 11-16 | Yes |
| Brick Mason | RFD 3<br>Warsaw, MO | Mr. Lee Slavens | 438-5360 | No | 0 | 0 | Possibly |
| Broadway Car Wash | 310 W. Broadway<br>Sedalia, MO | Mr. Dale Arms | 826-0375 | Yes | 25-30 | 1-12 | No |
| Broadway Lanes, Inc. | 2119 W. Broadway<br>Sedalia, MO | Ms. Edith Simons | 827-0404 | Yes | Large | K-14 | Possibly |
| Brown, McCloskey, Buckley | 309 E. 5th St.<br>Sedalia, MO | Ms. Mabel Glenn | 826-7373 | No | 0 | 0 | No |
| Business Mens Assurance | BMS Building<br>Kansas City, MO | Ms. Almeta Wilcher | 753-8000 | Yes | 20 | 11-16 | No |

| NAME | ADDRESS | CONTACT REPRESENTATIVE | TELEPHONE | FIELD TRIP | GROUP SIZE | GRADE LEVEL | GUEST SPEAKER |
|---|---|---|---|---|---|---|---|
| C-B Shop | Cole Camp, MO | Mr. Dave Wordeman | | Yes | 4 | 9-12 | No |
| C. W. Flower | 219 S. Ohio<br>Sedalia, MO | Mrs. Austin | 826-3200 | Yes | 15-20 | 11-16 | Yes |
| Cablevision, Inc. | 600 S. Osage<br>Sedalia, MO | Mr. Lynn Harrison | 826-0933 | Yes | 20 | 5-9 | Possibly |
| Cargill Incorporated | Marshall, MO | Mr. Jack Hartwick | 886-7473 | Yes | 20-25 | 9 | Possibly |
| Cargill Nutrena Feeds | Smithton, MO | Mr. Gene Hudiburg | 343-5319 | Yes | 10 | 7-12 | Yes |
| Cash U. S. Super | Cole Camp, MO | Mr. Jim Cash | 668-3700 | Possibly | 0 | 0 | No |
| City Offices | 214 N. Lafayette<br>Marshall, MO | Mr. Ron Collins | 886-2226 | No | 0 | 7-12 | Yes |
| Classic Studio | 6th & Kentucky<br>Sedalia, MO | Mr. Ed Brummett | 826-8888 | Yes | 5-10 | 7-12 | Yes |
| Clay Mead Furniture | Highway 65<br>Marshall, MO | Ms. Kay Perkins | 886-5354 | No | 0 | 7-12 | Yes |
| Coffman's Marina | Highway 65 South<br>Sedalia, MO | Mr. John Smith | 827-3692 | Yes | 1-6 | 9-12 | No |
| Commerce Bank | 10th & Walnut<br>Kansas City, MO | Mr. John Wells | 234-2000 | Yes | 20 | 11-16 | No |
| Consumers Supermarket | Hancock & Broadway<br>Sedalia, MO | Mr. Bill Smillie | 827-3190 | Yes | 15 | K-12 | Yes |
| Courts Lawn and Garden | Marshall, MO | Mr. Delford Thompson | 886-5000 | No | 0 | 7-12 | Yes |
| Creasy's Insurance Agency | Warsaw, MO | Mr. Gordon Creasy | 438-5621 | No | 0 | 0 | Yes |
| Dala's Boutique | Tipton, MO | Ms. Dala Yantz | 433-2626 | No | 0 | 0 | Yes |
| Day Care | 321 W. Second<br>Sedalia, MO | Mrs. Zimmerschied | 826-5040 | Yes | 1 a day | 0 | Yes |

| NAME | ADDRESS | CONTACT REPRESENTATIVE | TELEPHONE | FIELD TRIP | GROUP SIZE | GRADE LEVEL | GUEST SPEAKER |
|---|---|---|---|---|---|---|---|
| DeKalb Ag. Research | Marshall, MO | Mr. Don Wert | 886-7438 | Yes | 10-40 | 5-9 | Possibly |
| DeLong Dry Goods | Warsaw, MO | Mrs. DeLong | 438-5307 | No | 0 | 0 | Possibly |
| Deluxe Cafe | Cole Camp, MO | Ms. Marie Musser | 668-4521 | Yes | 2-4 | 9-10 | Yes |
| Democrat News | Marshall, MO | Mr. Jerry Arnett | 886-2233 | Yes | 25 | 7-9 | Yes |
| Dentist | Warsaw, MO | Dr. Shepardson | 438-5421 | No | 0 | 0 | Possibly |
| Dentist | 1810 W. 11th Sedalia, MO | Dr. Robert Vit | 826-5445 | No | 0 | K-12 | No |
| Dentist | Cole Camp, MO | Dr. D. V. Reimsnitter | 668-3312 | Yes | 4-6 | 9-12 | Possibly |
| Doctor of Osteopathy | 1701 S. Lafayette Sedalia, MO | Dr. Joe Bennett | 826-6633 | Yes | 5 at a time, 40 maximum | 7-12 | Yes |
| Don's Dive Shop | 3312 S. Highway 65 Sedalia, MO | Mr. Don Kabler | 826-4681 | No | 0 | 8-12 | Yes |
| Don's Welding | Highway 65 South Sedalia, MO | Mr. Don Carr | 826-7310 | Yes | 1-10 | 8-12 | No |
| Duke Manufacturing | Main & Duke Road Sedalia, MO | Mr. Ivan Stuart | 827-2661 | Yes | 10 | 4-12 | No |
| Durham Chevrolet | Warsaw, MO | Mr. Floyd Durham | 438-5133 | Yes | 10 | 8-12 | Yes |
| Eckhoff Clothing | Cole Camp, MO | Mr. Raymond Eckhoff | 668-4707 | Yes | 4 | 9-12 | No |
| Essers | 18 S. Jefferson Marshall, MO | Mr. David Esser | 886-2107 | No | 0 | 7-12 | Yes |
| Estes' 66 Station | Warsaw, MO | Mr. Gary Estes | 438-6022 | No | 0 | 0 | Possibly |
| Farmer's Bank of Lincoln | Lincoln, MO | Mr. Karl Kroenke | 547-3311 | Yes | 4-5 | 9-12 | Possibly |
| Farmer's Insurance | 1806 W. 11th Sedalia, MO | Mr. Newby | 827-0122 | Yes | 1-5 | 9-12 | Possibly |

| NAME | ADDRESS | CONTACT REPRESENTATIVE | TELEPHONE | FIELD TRIP | GROUP SIZE | GRADE LEVEL | GUEST SPEAKER |
|---|---|---|---|---|---|---|---|
| Fire Station | 211 S. Kentucky<br>Sedalia, MO | Mr. Jabas | 826-8044 | Yes | 1-15 | 0 | Possibly |
| Flat Creek Vet. Hosp. | 1701 W. Main<br>Sedalia, MO | Dr. Peacock | 827-2057 | Yes | 10-15 | K-12 | Yes |
| Gambles | 2 S. Jefferson<br>Marshall, MO | Mr. Norvelle Brown | 886-6823 | No | 0 | 7-12 | Yes |
| Bill Greer Body Shop | Main Street<br>Sedalia, MO | Mr. Orval Burd | 827-2162 | Yes | 5 | 10-12 | No |
| Hallmark | 25th & McGee<br>Kansas City, MO | Ms. Rose A. Lightle | 274-4667 | Yes | 20 | 11-16 | Yes |
| Harris & Reid | Farmer's Savings Bank<br>Marshall, MO | Mr. Mike Reid | 886-5544 | No | 0 | 7-12 | Yes |
| Heinzler Bros. Welding | Marshall, MO | Mr. Frank Heinzler | 886-7775 | Yes | 20-25 | 7-9 | No |
| Holiday Inn | 32nd & Limit<br>Sedalia, MO | Mr. Jim Grieshaber | 826-6100 | Yes | 40-50 | 8-9 | Possibly |
| Home Lumber | 207 E. North<br>Marshall, MO | Mr. Roland Wood | 886-3342 | No | 0 | 7-12 | Yes |
| Horse Racing | P.O. Box 951<br>Sedalia, MO | Mr. Anderson | 826-7114 | Yes | 1-10 | 9-12 | Possibly |
| Howard Construction | 1509 N. Ohio<br>Sedalia, MO | Mr. Olen Howard | 826-5750 | Yes | 5-15 | 8-12 | No |
| Hurtt's Pharmacy | 504 W. 16th<br>Sedalia, MO | Mr. Hurtt | 826-2872 | Yes | 1-10 | 8-12 | Possibly |
| IBEW Local 814 Credit Union | 2111 W. Broadway<br>Sedalia, MO | Ms. June Kuhlman | 826-0814 | Yes | 6 at a time | 8-12 | Possibly |
| IGA | 2402 W. Broadway<br>Sedalia, MO | Mr. Ralph Huff | 827-1452 | Yes | 25 | K-12 | Yes |

| NAME | ADDRESS | CONTACT REPRESENTATIVE | TELEPHONE | FIELD TRIP | GROUP SIZE | GRADE LEVEL | GUEST SPEAKER |
|---|---|---|---|---|---|---|---|
| Industrial Loan & Investment | 120 W. Fifth<br>Sedalia, MO | Mr. Firman Boul | 826-4800 | Yes | 25 | 7-12 | Yes |
| J & J's | 1421 S. Limit<br>Sedalia, MO | Mr. Jack Smith | 827-2485 | No | 0 | 0 | Possibly |
| Jack Couts' Running Quarter Horses | Mo. State Fair Grounds<br>Sedalia, MO | Ms. Tina Brown | 826-1135 | Yes | 5-10 | K-12 | No |
| Jim's Garden Center | 1000 W. Main<br>Sedalia, MO | Mr. James L. Foster | 826-4411 | Yes | 15 | 4-9 | Possibly |
| Bob Johnson TV & Appliance | 2907 W. Broadway<br>Sedalia, MO | Mr. Ray Thompson<br>Mr. Paul Johnson | 827-2326 | Yes | 15-20 | 7-12 | Yes |
| KDRO Radio | West Highway 50<br>Sedalia, MO | Mr. Herb Brandes | 826-5005 | Yes | 15 | K-12 | Possibly |
| Keeharts | Marshall, MO | Ms. Alice Alexander | 886-5611 | No | 0 | 7-12 | Yes |
| Kim Originals | 2500 E. Broadway<br>Sedalia, MO | Mr. Bill Cline | 826-2500 | Yes | 15 | K-12 | Possibly |
| Kings Court | Marshall, MO | Mr. Bill Coman | 886-5444 | Yes | 15 | 7-12 | No |
| KMMO-KMFL | Highway 65 North<br>Marshall, MO | Mr. Harold Douglas<br>Mr. Jim Athon<br>Mr. Jack Abdon | 886-7422 | No | 0 | 7-12 | Yes |
| KMOS TV Station | 2100 W. Broadway<br>Sedalia, MO | Mr. Stuart Gressley | 826-1651 | Yes | 15 | K-12 | Yes |
| KSIS Radio | North 65 Highway<br>Sedalia, MO | Mr. Carl Yates | 826-1050 | Yes | 10 | K-14 | Yes |
| Lacuma Builders, Inc. | 2800 W. Main<br>Sedalia, MO | Mr. Bob Cook | 826-0522 | No | 0 | 0 | Yes |

| NAME | ADDRESS | CONTACT REPRESENTATIVE | TELEPHONE | FIELD TRIP | GROUP SIZE | GRADE LEVEL | GUEST SPEAKER |
|---|---|---|---|---|---|---|---|
| Lamm, Barnett, Crawford, Barnes, Fritz Law Firm | 118 W. Fifth<br>Sedalia, MO | Mr. Donald Barnes | 826-5428 | No | 0 | 11-12 | Yes |
| Lee's Archery Manufacturing | Route 2<br>Sedalia, MO | Mr. LeRoy Young | 826-6762 | Yes | 20 | 7-16 | No |
| Lee's Studio | 20 S. Jefferson<br>Marshall, MO | Mr. Lee Beardon | 886-7313 | No | 0 | 7-12 | Yes |
| Lifeguard | 2401 W. Second<br>Sedalia, MO | Ms. Diane Cordry | 826-7719 | No | 1-15 | 8-10 | Yes |
| Lincoln New Era Newspaper | Lincoln, MO | Mr. George Williams | 547-3800 | Yes | Inquire | Inquire | Possibly |
| Locker Plant | Hughesville, MO | Mr. Bill Wheeler | 826-8630 | Yes | 10-15 | 1-12 | Yes |
| Macy's | 1034 Main<br>Kansas City, MO | Mrs. Cullen | 221-3737 | Yes | 20 | 11-16 | No |
| Magistrate Judge--Pettis County | 901 S. Vermont<br>Sedalia, MO | Ms. Hazel Palmer | 826-8816 | No | 0 | 11-12 | Yes |
| Marshall Chamber of Commerce | 214 N. Lafayette<br>Marshall, MO | Mr. Leo Hayob | 886-7464 | No | 0 | 7-12 | Yes |
| Marshall Floral & Greenhouse | 160 W. Summit<br>Marshall, MO | Ms. Juanita Dametz | 886-7177 | Yes | 20 | 7-9 | Yes |
| Marshall Police | Arrow Street<br>Marshall, MO | Mr. Gerald Stone | 886-7411 | Yes | 15-20 | 1-12 | Yes |
| Marshall Public Schools | 565 S. Odell<br>Marshall, MO | Dr. John Payne | 886-2244 | Yes | 20-30 | 7-12 | Yes |
| Martin Lumber | Hughesville, MO | Mr. Con Scott | 826-7556 | No | 0 | 0 | No |
| Mattingly's Variety Store | 218 S. Ohio<br>Sedalia, MO | Mr. Bill Stratton | 826-5270 | Yes | 20 | 7-12 | Possibly |

| NAME | ADDRESS | CONTACT REPRESENTATIVE | TELEPHONE | FIELD TRIP | GROUP SIZE | GRADE LEVEL | GUEST SPEAKER |
|---|---|---|---|---|---|---|---|
| Merle Norman Cosmetics | 120 S. Ohio<br>Sedalia, MO | Ms. Sandra Boul | 826-6430 | No | 0 | 11-16 | Yes |
| MFA Elevator | Cole Camp, MO | Mr. Ed Schnakenberg | 668-3231 | Yes | 6-8 | 9-10 | Possibly |
| MFA Grocery | Lincoln, MO | Mr. Joe McKnight | 547-3621 | No | 0 | 0 | Yes |
| MFA Implement | Lincoln, MO | Mr. Clarence Frisch | 547-3318 | Yes | 4 | 9-12 | No |
| MFA Insurance | 1817 W. Broadway<br>Columbia, MO | Mr. Vic Ohman | 445-8441 | Yes | 20 | 11-16 | No |
| Missouri Division of E. S. | 215 E. Fifth<br>Sedalia, MO | Mr. Bill Giles | 826-8184 | Yes | 25 | 11-12 | Yes |
| Missouri Pacific Railroad | 210 N. 13th St.<br>St. Louis, MO | Mr. D. M. Tutke | 314-2944 | Yes | Arr. | 7-12 | Possibly |
| Missouri State Bank | 917 S. Limit<br>Sedalia, MO | Mr. William Claycomb | 826-1213 | Yes | 20-25 | 4-12 | Possibly |
| Missouri State Fair | Box 111<br>Sedalia, MO | Ms. Myrna Rager | 826-0570 | Yes | 30 | 3-7 | Possibly |
| Missouri Valley College | Marshall, MO | Mr. Ed Leslie | 886-6924 | No | 0 | 9-12 | Yes |
| Model Cleaners | Warsaw, MO | Mr. Richard Kingma | 438-5831 | Yes | 20 | K-12 | No |
| Ollison's Garage | 2809 E. 12th<br>Sedalia, MO | Mr. Keith Ollison | 826-4077 | No | 0 | 0 | Yes |
| Otten Truckline | Cole Camp, MO | Mr. Pete Otten | 668-3112 | No | 0 | 0 | Yes |
| Patricia Stephens Modeling Finishing School | 4638 Nichols Parkway<br>Kansas City, MO | Ms. Sue Peterson | 531-5866 | Yes | 60 | 7-12 | Yes |
| Pepsi-Cola Bottling Co. | Sedalia, MO | Mr. W. C. Ream | 826-8144 | Yes | 30 | 4-9 | Possibly |

| NAME | ADDRESS | CONTACT REPRESENTATIVE | TELEPHONE | FIELD TRIP | GROUP SIZE | GRADE LEVEL | GUEST SPEAKER |
|---|---|---|---|---|---|---|---|
| Pettis County Ambulance | 626 E. Fifth<br>Sedalia, MO | Mr. Joe Wasson | 826-5316 | Yes | 10-15 | 6-12 | Possibly |
| Phyllis's Beauty Shop | Cole Camp, MO | Ms. Phyllis Templeton | 668-3750 | Yes | 6 | 9-12 | No |
| Pittsburgh Corning | 16th & Missouri Pacific Spur<br>Sedalia, MO | Ms. Rita Kenney | 826-4660 | No | 0 | 0 | No |
| Post Office | 205 N. Lafayette<br>Marshall, MO | Mr. Weislocker | 886-6200 | Yes | 25 | 7-9 | No |
| Post Office | 405 E. Fifth<br>Sedalia, MO | Mr. Roy Hinton | 826-8887 | Yes | 25-30 | 4-9 | Possibly |
| Quality Body Shop | 501 N. Park<br>Sedalia, MO | Mr. Bill Utz | 826-2126 | Yes | 1-10 | 8-12 | No |
| Rainbow Radio & TV | Lincoln, MO | Mr. Rainbow | 547-3317 | Yes | 4 | 9-12 | No |
| Ramada Inn | 3501 W. Broadway<br>Sedalia, MO | Mr. Darrell Olsen | 826-8400 | Yes | 15 | 5-12 | Possibly |
| Reinhart Fajen, Inc. | Warsaw, MO | Ms. Eloise Atkins | 438-5111 | Yes | 8-10 | 9-12 | Possibly |
| Rest Haven Retirement Home | 1800 S. Ingram<br>Sedalia, MO | | 827-0845 | Yes | 10 | 1-9 | Possibly |
| Retail Bakery | Sixth & Ohio<br>Sedalia, MO | Mr. Mallory | 826-6920 | Yes | 20 | K-9 | Possibly |
| Rick's Body Shop | R. R. #2<br>Sedalia, MO | Mr. Rick Geer | 826-1157 | Yes | 25-30 | 7-12 | No |
| Rival Manufacturing Co. | 16th & Lamine<br>Sedalia, MO | Mr. Jim Houchen | 826-6600 | Yes | 15 | 4-12 | Yes |

| NAME | ADDRESS | CONTACT REPRESENTATIVE | TELEPHONE | FIELD TRIP | GROUP SIZE | GRADE LEVEL | GUEST SPEAKER |
|---|---|---|---|---|---|---|---|
| Rival Manufacturing Co. | Miller's Park Plaza<br>Sedalia, MO | Ms. Nyra Price | 827-3860 | No | 0 | 0 | Yes |
| Rose & Buckner | 72 N. Jefferson<br>Marshall, MO | Mr. Bob Rose | 886-2002 | Yes | 15-20 | 7-12 | Yes |
| Russell Brothers | Marshall, MO | Mr. Casey Kotowiez | 886-7340 | No | 0 | 7-12 | Yes |
| Russell Brothers | 214 S. Ohio<br>Sedalia, MO | Mr. Bob Johnson | 826-5154 | Yes | 1-10 | 8-12 | No |
| Scott's Jewelry | East Highway 7<br>Marshall, MO | Mr. Scott | 438-5700 | No | 0 | 0 | Possibl |
| Sears | 110 W. Third<br>Sedalia, MO | Mr. Finis Galloway | 826-6500 | Yes | 10 | 7-12 | Yes |
| Sedalia Computer Service | 210 E. 7th<br>Sedalia, MO | Mr. Larry McRoy | 827-1990 | Yes | 10-15 | 9-12 | Yes |
| Sedalia Democrat-Capital | 700 S. Massachusetts<br>Sedalia, MO | Mr. Don Keller | 826-1000 | Yes | 15 | K-16 | No |
| Sedalia Implement Co. | 2205 S. Limit<br>Sedalia, MO | Mr. John Joy | 826-0466 | Yes | 15-25 | 7-12 | Yes |
| Sedalia Memorial Airport | East Highway 50<br>Sedalia, MO | Mr. James Addas | 826-9796 | Yes | Small | K-14 | Possibly |
| Sedalia Police Department | 3rd & Osage<br>Sedalia, MO | Mr. Bill Miller | 826-0214 | Yes | 10-15 | 1-14 | Yes |
| Sedalia Water Department | 111 W. Fourth<br>Sedalia, MO | Mr. C. H. Taylor | 826-1234 | Yes | 15 | 6-9 | Possibly |
| Sheriff's Department | Warsaw, MO | Mr. Bob Breshears | 438-5252 | No | 0 | 0 | No |

| NAME | ADDRESS | CONTACT REPRESENTATIVE | TELEPHONE | FIELD TRIP | GROUP SIZE | GRADE LEVEL | GUEST SPEAKER |
|---|---|---|---|---|---|---|---|
| Paul Shinn Oil Company | RFD 3<br>Warsaw, MO | Mr. Paul Shinn | 438-5013 | No | 0 | 0 | No |
| Sho-Me Stables | State Fair Grounds<br>Sedalia, MO | Ms. Elaine Knight | 827-2243 | Yes | 5-10 | K-12 | No |
| Sound Shop | 1716 W. Ninth<br>Sedalia, MO | Mr. Al Reese | 827-2223 | Yes | 20 | K-12 | Yes |
| Southwestern Bell Telephone | 220 E. 5th St.<br>Sedalia, MO | Mr. Bob Johnson | 826-9800 | Yes | 25 | K-12 | Yes |
| Sowers' Horses | Callis Stables<br>Sedalia, MO | Ms. Susan Sowers | 827-1778 | Yes | 5-10 | 8-12 | Yes |
| Stan's TV | P.O. Box 856, Rt. 2<br>Warsaw, MO | Mr. Stan Johnson | 438-6859 | No | 1 | 9-10 | Yes |
| State Fair Community College | 1900 Clarendon Road<br>Sedalia, MO | Mr. Fred Davis | 826-7100 | Yes<br>Check with Betty Blackwell | 5-10 | 9-12 | Yes |
| State Fair Riding Academy | Route 3<br>Sedalia, MO | Ms. Faith Lovell | 826-9767 | Yes | 1-5 | 8-12 | No |
| T & O Phosphate | Hughesville, MO | Mr. Larry Owen | 826-1813 | No | 0 | 0 | No |
| The Craft Shop | 318 S. Ohio<br>Sedalia, MO | Mrs. Boatman | 827-3041 | Yes | 15-20 | 5-12 | Possibly |
| The Dog House | 116 W. 16th<br>Sedalia, MO | Mr. Antoine | 827-1941 | Yes | 1-10 | 8-12 | No |
| Third National Bank | 301 S. Ohio<br>Sedalia, MO | Mr. Bob McDonald | 826-0611 | Yes | 30-40 | 6-9 | Possibly |
| Town and Country Shoes | 201 N. Missouri<br>Sedalia, MO | Mr. Charles Rayl<br>Mr. Ken Grott | 826-4490 | Yes | Small | K-12 | Yes |

| NAME | ADDRESS | CONTACT REPRESENTATIVE | TELEPHONE | FIELD TRIP | GROUP SIZE | GRADE LEVEL | GUEST SPEAKER |
|---|---|---|---|---|---|---|---|
| Tullis Hall Dairy Co. | 541 E. Fifth<br>Sedalia, MO | Mr. Funnell | 826-3030 | Yes | 10 | 3-12 | No |
| Tygart & Arth Body Shop | 207 E. Belle<br>Marshall, MO | Mr. Ray Arth | 886-3033 | Yes | 25 | 7-8 | Yes |
| Unitog | Warsaw, MO | Mr. Osborne McMillen | 438-5117 | Yes | Arr. | 7-12 | No |
| Verl's Amoco Service | 1801 W. Broadway<br>Sedalia, MO | Mr. Verl Schnepf | 827-0040 | Yes | 1-10 | 8-12 | No |
| Veterinary | Cole Camp, MO | Dr. Taylor | 668-4523 | No | 0 | 0 | No |
| Viebrocks Welding | Cole Camp, MO | Mr. Harold Viebrock | 668-3233 | Yes | | | No |
| Vogue Styles | 22 Jefferson<br>Marshall, MO | Mrs. Howell | 886-6161 | No | 0 | 7-12 | Yes |
| W-K Chevrolet Garage | Cole Camp, MO | Mr. Vern Dean | 668-4421 | Yes | 4-6 | 9-12 | Possibly |
| Walker Publishing Co. | 2016 W. Main<br>Sedalia, MO | Mr. Mark Kitch | 826-8200 | Yes | 15 | 5-12 | Yes |
| Warren Grocery | Green Ridge, MO | Mr. Warren | 527-3317 | No | 0 | 0 | No |
| Warsaw Auto Supply | Warsaw, MO | Mr. Stan Intelman | 438-7321 | Yes | Small | 1-14 | No |
| Warsaw Sewing Center | Warsaw, MO | Mr. Jerome Kelly<br>Mr. Donald Prunty | 438-6919 | Yes | 6 | 8-12 | Possibly |
| Warsaw Veterinary Clinic | Warsaw, MO | Dr. N. V. Roff | 438-7333 | Yes | 8 | 7-12 | Yes |
| WESCEMO, Inc. | 651 E. 14th<br>Sedalia, MO | Mr. Steve Laslo | 827-3760 | No | 0 | 8-12 | Yes |
| Western Auto | Jefferson & Morgan<br>Marshall, MO | Mr. Gerald Leach | 886-6813 | No | 0 | 7-12 | No |
| Wilken Music | Thompson Hills<br>Sedalia, MO | Mr. Wilken | 826-9356 | Yes | 10 | 4-12 | Yes |

| NAME | ADDRESS | CONTACT REPRESENTATIVE | TELEPHONE | FIELD TRIP | GROUP SIZE | LEVEL | GUEST SPEAKER |
|---|---|---|---|---|---|---|---|
| Williams Press | Cole Camp, MO | Mr. George Williams | 668-4418<br>547-3911 | Yes | 4-6 | 9-1 | Possibly |
| Wilson's Company, Inc. | Box 340<br>Marshall, MO | Mr. Don Nutten | 886-5522 | Possibly | 12 | 7-12 | bly |
| Wood & Huston Bank | 27 North Street<br>Marshall, MO | Mr. Mitchell | 886-5575 | Yes | 25 | 7-9 | Yes |
| Yeager's Cycle Sales | 3001 S. Limit<br>Sedalia, MO | Mr. Rick Yeager | 826-2925 | Yes | 1-15 | 8-12 | No |
| Yost Chevrolet | Odell Avenue<br>Marshall, MO | Mr. Ken Yost | 886-3348 | No | 0 | 7-12 | Yes |